

1988

Performance Appraisal Committee 1994-1998

Bowling Green State University. Administrative Staff Council

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Pre-Microfilm Inventory

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Administrative Staff Council, UA-022

Location: Bowling Green, Ohio

Title of Series: Performance Appraisal Committee

Inclusive Dates: 1994-1998

Format: ☐ Bound ☒ Loose

Order: ☐ Alpha ☒ Chronological ☐ Numerical

Index: ☐ Included ☐ Separate ☒ None

Notes

1. Colored Paper
2. Pencil

ADMINISTRATIVE STAFF EVALUATION FORM

FISCAL YEAR 1990-91

NAME OF EMPLOYEE _____

TITLE _____

The above named employee has performed his/her duties as indicated below.

✓ Satisfactorily meets all duties as assigned.

_____ Meets some, but not all duties as assigned.

_____ Performs assigned duties unsatisfactorily.

RATED BY J. C. Gregory DATE 1/3/92
JACK C. GREGORY, DIRECTOR OF ATHLETICS

EMPLOYEE SIGNATURE _____ DATE 1-15-92

2

STUDENT AFFAIRS EVALUATION PROCEDURES

1992-93

Staff evaluation for Student Affairs provides two sets of forms to be completed. The purpose and use of each form are described below.

Annual Performance Evaluation

The purpose of the annual performance evaluation is to determine the extent to which an administrative staff member has met standards of performance related to job expectations and goals. The outcome of a decision that the standards of performance have been met is a consideration of eligibility for merit. The outcome of a decision that standards of performance have not been met is a consideration of appropriate remedies.

Annual performance will be evaluated on three factors: Execution of Assigned Duties and Responsibilities; Service to Department, Division, University and/or Community; and Professional and Educational Activities. Each of these factors will employ a 10-point numerical rating. A rating sheet for each factor is provided which includes a non-exhaustive list of possible criteria/activities to be considered in the assigning of a point value. The comment portion of each rating sheet is to be used for the purpose of listing the efforts of the individual in relationship to each factor and, in general, provide supportive information for each rating.

The enclosed definition sheet should be consulted when completing the Assigned Duties and Responsibilities rating sheet (Section I) and the remaining sections (II and III).

Annual Merit Evaluation

Merit evaluation follows from a decision that an administrative staff member has met standards of performance related to job expectations and goals. The purpose of the merit evaluation then is to determine the extent to which an administrative staff member has exceeded standards of performance. The outcome of a decision that the standards of performance have been exceeded is a consideration of an appropriate monetary award commensurate with the extent to which the standards of performance have been exceeded.

This Statement of Merit form is designed to provide information about those factors of performance that are relevant to the consideration of merit. The comment section of the form should be used to indicate the nature of meritorious conduct under each factor. The item score is the score listed on each of the rating sheets. Performance of Assigned Duties (I) will carry a weighting of 6. Employees need to choose one of the last two factors (II and III) to be weighted as a 2.5. The remaining factor will be weighted as 1.5. Total score for each factor is determined by multiplying the weighting factor by the item score. The composite score is determined by adding the factor totals. The highest possible composite score is 100. Merit is to be based on the composite score of which a minimum of 42 points must come from Assigned Duties and Responsibilities, category 1.

Procedure

The administrative staff member should meet with his/her immediate supervisor no later than September 1 of each year to discuss job expectations and set goals and priority weighting of II and III. At least twice a year the employee will be rated by the immediate supervisor to whom he/she is regularly assigned. The supervisor prepares for the evaluation by: giving the employee a copy of both forms; scheduling a date and time for the evaluation discussion; and by ensuring the employee understands the use of the forms and the evaluation procedures.

The employee completes the forms prior to the evaluation interview. During the interview, the supervisor and the employee should discuss the employee's performance as indicated by the three rating sheets, and, when appropriate, the consideration of merit as indicated by the Statement of Merit form. Upon completion of the interview, the supervisor prepares a final copy of both forms, makes a recommendation for merit pay, when appropriate, and submits the completed forms to the next immediate supervisor.

The annual performance evaluation is completed in December. This date is selected because of policies governing renewal and non-renewal of administrative contracts that require timely notification of non-renewal of contracts as follows:

- a. not later than March 1 of the first, second and third year of service if the appointment is to expire at the end of the fiscal year, and
- b. not later than January 1 of any subsequent fiscal year of service.

In addition to consideration of renewal or non-renewal of contracts, the annual performance evaluation involves a consideration of expectations leading to improved performance when necessary.

The merit evaluation is completed in April. This date is selected because the merit evaluation involves consideration of a monetary award commensurate with the extent to which the standards of performance have been exceeded. Merit awards are reflected in salary decisions for the contract immediately following the merit evaluation.

**DIVISION OF STUDENT AFFAIRS
ANNUAL PERFORMANCE EVALUATION
1992-93**

Name _____

Evaluator _____

I. Assigned Duties and Responsibilities

10	9	8	7	6	5	4	3	2	1	0
Exceeds		Meets		Marginally		Meets		Unsatisfactory		
Expectations		Expectations		Expectations		Expectations		Expectations		

Comments:

Criteria

Formulates plan(s) to meet assigned duties and responsibilities

- Establishes goals, objectives, plan of action
- Establishes priorities
- Plans/schedules use of time
- Other (list)

Executes position duties and responsibilities

- Understands position duties and responsibilities
- Implements and follows through on plans formulated to meet position duties and responsibilities
- Utilizes resources in carrying out duties and responsibilities; e.g. - time, staff, professional expertise/knowledge
- Demonstrates accuracy and thoroughness in performing tasks related to duties and responsibilities
- Demonstrates accuracy and thoroughness in performing tasks related to duties and responsibilities
- Demonstrates productivity in performing tasks related to duties and responsibilities
- Demonstrates flexibility in meeting position duties and responsibilities; e.g. - adjusts plans to meet changing circumstances.
- Commits additional time when needed to meet position duties and responsibilities
- Commits additional time when needed to meet additional job assignments
- Other (list)

6
Name _____

II. Service to Department, Division, University
and/or Community

10	9	8	7	6	5	4	3	2	1	0
Exceeds		Meets		Marginally						
Expectations		Expectations		Meets		Unsatisfactory				
				Expectations						

List/Explain Involvement:

Activities included in this category:

Participates in University and/or division
committees

Participates in special assignments; e.g. - task
force, special projects

Responds to requests from others for
assistance/participation

Involved with department, division or University
in a way that furthers the interests of the
University

Teachers courses, workshops, seminars

Gives Presentations to classes, groups

Provides in-service training opportunities; e.g. -
workshops, in-service training, speaker

Serves as a resource to others in department,
division, University or community

Participates in student-related activities; e.g. -
advises and/or counsels students, attends
student-sponsored programs, maintains contact
with students

Recognized for service through honors, awards or
commendations

Commits additional time beyond assigned duties
and responsibilities for service to department,
division and/or University

Other (list)

9
Name _____

III. Professional and Educational Activities

10	9	8	7	6	5	4	3	2	1	0
Exceeds		Meets		Marginally						
Expectations		Expectations		Meets		Unsatisfactory				
				Expectations						

List/Explain Involvement

Activities included in this category:

Attends department, division and/or University sponsored professional and educational activities; e.g. - workshops, lectures, in-service programs
Attends state, regional and/or national conferences and/or workshops
Participates in the development and/or presentation of conferences, workshops, in-service programs
Serves on committees of professional association(s)
Serves as officer of professional association(s)
Participates in self-enhancement, development and educational activities; e.g. - coursework, readings, self-instruction, skill development
Applies skills/knowledge attained through professional and educational activities
Serves as consultant
Authors, edits and presents for publication articles, reviews, monographs, textbooks or other scholarly writings
Conducts evaluative research and/or develops reports for department, division or University use; e.g. - student surveys, program evaluation, data collection, analysis of data, written reports
Makes presentations based on knowledge/expertise
Utilizes available research/information
Other (list)

Statement of Merit
Student Affairs
1992-93

Employee _____
Evaluator _____
Date _____

	Weighting Factor	Item X Score	=	Total
I. Performance of Assigned Duties (60%) (comments)	6	_____	=	_____

II. Service (15-25%)	1.5 or 2.5	X _____	=	_____
----------------------	------------	---------	---	-------

III. Professional-Educational Activities (15-25%)	1.5 or 2.5	X _____	=	_____
--	------------	---------	---	-------

Composite Score = _____

Employee
Signature _____

Evaluator
Signature _____

Definitions
Assigned Duties and Responsibilities (I)

Unsatisfactory	Consistently does not meet expectations in the planning for and execution of assigned duties and responsibilities.
Marginally Meets Expectations:	Occasionally does not meet expectations in the planning for and execution of assigned duties and responsibilities.
Meets Expectations:	Consistently meets expectations in the planning for and execution of assigned duties and responsibilities.
Exceeds Expectations:	Exceeds expectations in the planning and execution of assigned duties and responsibilities.

Definitions
Service (II) and Educational Activities (III)

Low	Indicates a low level of participation in the activities included in the category.
High	Indicates a high level of participation in the activities included in the category.

BOWLING GREEN STATE UNIVERSITY
OPERATIONS AREA
ADMINISTRATIVE STAFF
PERFORMANCE EVALUATION

Staff Member Name _____ Title _____ Department _____	REPORT PERIOD FROM _____ to _____ Revised Position _____ Submitted Yes ___ No ___

JOB PERFORMANCE : Includes primary duties, secondary duties, annual goals, specific major achievements, self improvement efforts, etc.

STRENGTHS: Personal, technical, managerial, etc.

AREAS FOR IMPROVEMENT: Personal, technical, managerial, etc.

GOALS: Includes Personal improvement, annual departmental and University Annual (Presidential) Report goal, etc.

(Use reverse and additional sheets if necessary)

Rated by _____	Title _____
Signature _____	Date _____

Staff Member's Comments:

Signature _____	Date _____

Contracting Official's Review/Comments:

Reviewed by _____	Title _____
Signature _____	Date _____




Bowling Green State University

Personnel Services
 100 College Park Office Building
 Bowling Green, Ohio 43403-0370
 (419) 372-8421
 Fax: (419) 372-2920

MEMORANDUM

TO: Bob Martin
 Vice President for Operations

FROM: John C. Moore 
 Executive Director

DATE: March 28, 1994

RE: Administrative Staff Performance Evaluations

We met with Greg Jordan last week to discuss a new format for performance evaluation for administrative staff. Before our meeting, we had requested from each of the vice presidential areas a copy of their performance evaluation forms. At the same time, we made contact with Employers' Association to send us a few of their performance evaluations forms, also those that focused on merit increases.

We are responding to Greg Jordan's memorandum of February 17, 1994. In this memo he voiced his concern about having one performance evaluation for all administrative staff, I agree. Our next step is to get each of the vice presidents to appoint an individual to serve on a performance evaluation committee. The task of this group would be to review all of the six present performance evaluation forms, take the best information off of each and hopefully by January 1, 1995 have one evaluation form to be approved by Administrative Staff Council and Ad Council. If we can meet this deadline, then by the 1995 evaluation time we will have one evaluation for all vice presidential areas.

If you are in agreement, then our next step is to discuss it with the other vice presidents.

JCM:mmmb
 xc: Greg Jordan

University relation"

EVALUATION OF GENERAL QUALITIES

	Poor-----Excellent
Attendance	n/a 1 2 3 4 5
Attitude	n/a 1 2 3 4 5
Professional appearance	n/a 1 2 3 4 5
Dependability	n/a 1 2 3 4 5
Professional Relationship with subordinates/support staff	n/a 1 2 3 4 5
a. Ability to instill cooperation and motivation in subordinates	n/a 1 2 3 4 5
b. Ability to direct, manage, and delegate effectively	n/a 1 2 3 4 5
c. Ability to develop subordinate staff member to full potential	n/a 1 2 3 4 5

EVALUATION OF SPECIFIC AREAS OF RESPONSIBILITY

Responsibility
UnfulfilledResponsibility
FulfilledSpecific Areas of Responsibility

EVALUATION OF ACHIEVEMENT OF ANNUAL GOALS

Not
Completed

Completed



Bowling Green State University

Personnel Services
100 College Park Office Building
Bowling Green, Ohio 43403-0370
(419) 372-8421
Fax: (419) 372-2920

MEMORANDUM

TO: Judy Donald, Continuing Education
Jim Corbitt, Auxiliary Services
Gregg DeCrane, University Student Activities
Rich Zera, University Computer Services
Pat Green, Photochemical Sciences
Greg Jordan, Student Recreation Center
Bryan Benner, Physical Plant
Rob Cunningham, Affirmative Action & Disability Resources

FROM: John C. Moore *John*
Personnel Services

DATE: September 28, 1994

RE: DRAFT Administrative Staff Performance Appraisal Process

At last we have a draft. This is not one of those pieces of art that cannot be touched. This is the result of your input, departmental forms and the ones we receive from other Universities.

Our next meeting will be determined by your feedback. Please make all your changes and mail a copy of your changes to me as soon as possible.

Special thanks to Gregg DeCrane and Wayne Colvin for helping in this draft.

JCM:mmb
Enclosure
xc: Bob Martin

cc: ASC EXEC

Concerning

*Public Record. Why is this
Faculty? In line with the*

D R A F T

ADMINISTRATIVE STAFF
PERFORMANCE APPRAISAL PROCESS
BOWLING GREEN STATE UNIVERSITY

ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL

General Information

Performance appraisal is not a one-a-year event. Performance feedback should occur continuously throughout the evaluation period.

The performance appraisal process is a two-way communication between supervisor and employee about job expectations and accomplishments. Four major areas addressed throughout the performance appraisal process are:

- (1) A review of past performance.
- (2) An employee development action plan established to encourage and realize employee growth and improvement in the current position.
- (3) Mutually agreed upon performance objectives for the upcoming review period.
- (4) Serves as a basis for determining the annual merit component to an individual's annual salary.

You should view the appraisal document as a working tool to be used for ongoing coaching, counseling, and assessment of performance. Prior informal review sessions should be held between the employee and supervisor during the rating period or year to insure accurate and timely evaluations of employee performance, to allow flexibility in goal setting, and to reassess the employee development action plan.

Guidelines for the Supervisor

Items to consider when completing the appraisal form and preparing the appraisal discussion:

- Consider what is expected of the employee on the job.
- Review content of the job description to determine if the duties and/or responsibilities of the position have changed significantly since the last review. Discuss any changes with the employee, revise the job description, and process through the appropriate channels.

- Review mutually agreed upon performance plans and standards. (Performance standards outline a satisfactory level of job performance specific for each area of an employee's responsibilities and should be developed for each position. The Office of Personnel Services may be contacted if assistance in this area is desired.)
- Consider improvements made by the employee since the last review.
- Note areas you feel the employee has handled well (and those not handled so well) and consider ways and ideas to help the employee improve.
- Consider what you would like the employee to focus on during the upcoming year (performance plans).
- If necessary, obtain information and seek input from appropriate parties when completing the appraisal.
- If space in the document for supervisory comment is insufficient, attach additional sheets.
- Review the completed performance appraisal with the employee.

Guidelines for the Employee

- Consider what was expected of you on your job.
- Review the content of your job description. How well did you fulfill major work activities? Have the duties of your position changes significantly since the last review? If so, be prepared to discuss such changes. Revisions to your job description should be processed through the appropriate administrative channels.
- Review performance plans and performance standards that were mutually agreed upon for your job.
- Note accomplishments you have made, consider your strengths, areas needing improvement, interests and goals.

- If the space provided in the appraisal document for employee comment is insufficient, attach additional sheets.
- Develop a preliminary performance plan for the upcoming year.

Keys to Effective Performance Evaluation

- Goals, objectives and evaluations should be tied to customers', organizational, departmental and personal goals and needs.
- Evaluations should be based on criteria that lead to organizational, departmental and personal success.
- Terms such as "quality", "significant", and "service" should be objective and measurable if possible.
- Goals and objectives should be negotiated at the beginning of the evaluation period with the person being evaluated.
- Expectations, goals and objectives should be communicated at the beginning of the rating period.
- Data gathering techniques and times should be determined in advance.
- Feedback should be given to the employee during the rating period.
- **THERE SHOULD BE NO SURPRISES AT PERFORMANCE APPRAISAL TIME.**

Performance Appraisal Documents

Attached is the Administrative Staff Performance Appraisal Form and a set of uniform rankings for goals and objectives and performance standards. The form consists of five parts as follows:

1 - Goals and Objectives; 2 - Performance Expectations; 3 - Employee Development; 4 - Career Development; and 4 - Comments and Signatures.

Instructions for completing the performance appraisal are as follows:

Part 1: Goals and Objectives: The agreed upon goals and objectives agreed upon should be listed with completion target and actual dates completed. Comments on how well the completion was attained and comments on status of goals and objectives not completed should be included. An overall ranking should be assigned to this section. Because there may be wide latitude in the manner in which goals and objectives are completed the supervisor may assign a graduation of points between illustrated rankings.

Part 2: Performance Expectations: For those individuals for whom goals and objectives have been established, the immediate supervisor should evaluate seven (7) of the thirteen (13) performance standards deemed most important. If an employee does not have established goals and objectives, the supervisor should evaluate ten (10) of the thirteen (13) performance standards deemed most important.

The sum of the rankings of Part 1 and 2 provide a means of comparing employees for the determination of the level of merit to be awarded.

Part 3: Employee Development: The supervisor will list those PERCEIVED strengths and weaknesses of an employee, and how they may be enhanced or improved upon respectively.

Part 4: Career Development: The supervisor will discuss and review options available, both internal as well as external, to assist the employee in obtaining desired career goals and objectives. Development may be from internal department/University resources or from available external resources.

Part 5: Comments and Signatures: The employee will review the performance appraisal and provide any constructive comments deemed necessary. Both the employee and supervisor will sign the form. Signing of the form indicates that the appraisal has taken place only. If an

employee disagrees with the appraisal, appropriate comments can be made in this section or as an attachment to the document.

NOTE: Although not part of the document, goals and objectives for the succeeding rating period may be made and if agreed upon as part of the performance appraisal session between employee and supervisor.

ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL

Name: _____

Appraisal Period: _____

Title: _____

Department: _____

PART 1: GOALS AND OBJECTIVES

Goals and objectives provide the supervisor and employee with direction and clarify performance expectations. Goals and objectives should be jointly developed and agreed upon by the supervisor and employee at the beginning of each reporting year. These statements should be reviewed regularly and adjustments made as necessary. Goals and objectives may be behavioral or work-habit oriented or may be programmatic or project oriented.

Goals completed as mutually established for the period covering _____ to _____	Completion Target	Date Actual	Comments/Status
Personal? Professional? Departmental?			

PART 1: GOALS AND OBJECTIVES (Continued)

Goals completed as mutually established for the period covering _____ to _____	Completion Target	Date Actual	Comments/Status

23

PART 2: PERFORMANCE EXPECTATIONS

Performance expectations are those items deemed necessary to accomplish assigned tasks, either on a day-to-day basis, or during the entire rating period. They express how well the employee is performing on the job and support the level of accomplishment of goals and objectives.

Performance Expectation Standard and Overall Rating	Comments

24

PART 2: PERFORMANCE EXPECTATIONS (Continued)

Performance Expectation Standard and Overall Rating	Comments

25

PART 3: EMPLOYEE DEVELOPMENT

Employee development provides both the supervisor and employee with a strategy for encouraging and realizing growth in the current position during the rating period. It should be referenced as necessary to insure that both parties are on target.

Percent

Employee's Major Strengths (Action plan/activity designed to better use or enhance strengths for use in current position and role the supervisor will play in assisting/supporting the employee in pursuing the action plan/activity.)

Subjective - ?
Do I want
either of these in a
Public record?

Public Document

Areas In Need of Improvement (Action plan/activity designed to improve performance for use in current position and role the supervisor will play in assisting/supporting the employee in pursuing the action plan/activity.)

26

PART 4: CAREER DEVELOPMENT

The supervisor should review this section with the employee. Career goals and plans (or lack thereof) will not influence the content of ratings contained in other sections of this performance appraisal.

Career goals and opportunities to be explored:

Why is this here? — exp. on paper?

NO

27
PART 5: COMMENTS AND SIGNATURES

The employee is encouraged to make use of this opportunity to provide written comments.

Employee Comments:

I have reviewed and discussed this performance appraisal with my supervisor.

Employee Signature: _____ Date: _____

I have reviewed and discussed this performance appraisal with the employee.

Supervisor Signature: _____ Date: _____

GOALS AND OBJECTIVES

Degree to which the mutually agreed upon goals and objectives for the year were met.

FULLY COMPLETED ALL GOALS AND OBJECTIVES (30)

Goals and objectives were met in an extraordinary manner, far exceeding expectations in all ways. Numerous unrequested but approved goals were met that significantly improved departmental and university operations.

COMPLETED 75% OF GOALS AND OBJECTIVES (25)

All goals and objectives were met in a timely manner, many at quality and quantity levels beyond those expected. Additional mutually agreed upon goals were initiated and completed within this review period.

COMPLETED 50% OF GOALS AND OBJECTIVES (20)

Generally, goals and objectives were met in an efficient and effective manner. Scheduled deadlines for projects or assignments were rarely missed, and only then due to unusual or extenuating circumstances.

COMPLETED 25% OF GOALS AND OBJECTIVES (15)

Some goals and objectives were not met and/or those that were did not meet all of the expectations for quantity, quality, and timeliness.

COMPLETED LESS THAN 25% OF GOALS AND OBJECTIVES (10)

Most goals and objectives were not met. Those attempted were substandard in terms of quantity, quality, and timeliness.

PERFORMANCE STANDARDS

GREATLY EXCEEDS PERFORMANCE STANDARDS (10)

(1) **Quality of Work:** Extent to which work is free from error, properly organized, sufficiently detailed and complete, timely, and meets other job expectations.

Work is of superior quality, is extremely accurate and thorough in every respect, is exceptionally concise and well organized, and far exceeds job expectations.

EXCEEDS PERFORMANCE STANDARDS (8)

Work is very accurate, is thorough and well organized - consistently higher than job expectations. Errors or revisions are minimal and very rare.

FULLY MEETS PERFORMANCE STANDARDS (6)

Work is accurate, sufficiently detailed, complete and appropriately organized, and meets all job expectations. Errors are few and seldom repeated after explanation is given.

MEETS SOME PERFORMANCE STANDARDS (4)

Work is not sufficiently or consistently detailed, organized and/or error free, requires more checking or revision than desirable, but meets some job expectations.

FAILS TO MEET PERFORMANCE STANDARDS (2)

Work needs frequent checking, is often incomplete, contains frequent or numerous errors, is unorganized and/or requires major revisions, and fails to meet basic job expectations.

(2) **Quantity of Work:** Actual work output of employee. Consider number of assignments completed and volume in relation to nature and conditions of work performed.

Output is extraordinarily high and far exceeds expectations and/or objectives. Employee independently takes on extra work to make the department run more efficiently.

Output is consistently higher than job expectations. Employee assumes a heavy workload, completes tasks efficiently, and takes on extra duties cooperatively.

Output meets job expectations. Employee assumes appropriate workload.

Output is not always sufficient to meet job expectations. Employee is unable to handle an appropriate workload.

Output is extremely low and inadequate in meeting job expectations.

(3) **Job Knowledge:** Knowledge of techniques, skills, processes, equipment, procedures, safety regulations, and materials needed to perform work properly, and the ability to apply knowledge in practical ways.

Has exceptional knowledge and skill in all aspects of own job, is extremely knowledgeable on most related jobs, and is considered an authority in his or her field.

Has thorough, practical and theoretical skill in all aspects of the job, and has not only the knowledge but also the skill to apply difficult concepts or important innovations in very practical ways.

Is well informed on most phases of own job, has sufficient knowledge of related jobs, and has the skill to handle most projects and assignments within the scope of the job responsibilities.

Does not fully demonstrate or use the knowledge and skill required of the job, often requires assistance and instruction, and lacks knowledge or skill in one or more important job responsibilities.

Has very limited understanding of job requirements, lacks skill in carrying out assignments, and requires considerable assistance, instruction, and, frequently, reinstruction.

PERFORMANCE STANDARDS

(4) Interpersonal Relationships and Cooperation: Effectiveness in maintaining harmonious working relationships with co workers, supervisor, other university staff, faculty, students, and the public without regard to race, sex, disability, or other cultural barriers. Appreciation of and co-operation with general public needs. Works as a team member, presenting a positive outlook, attitude, and response to supervision.

(5) Organization and Planning: Extent to which employee organizes work and responsibilities, anticipates problems, sets priorities, effectively uses resources, and follows up.

(6) Problem Solving: Ability to identify problems and apply logic and reason to their resolution. Extent to which the employee exhibits creativity, adaptability, flexibility, and is able to deal with non-routine situations should be taken into account.

(7) Oral and Written Communication: Ability to listen and respond clearly and directly, and to communicate clearly, concisely, and effectively in writing.

GREATLY EXCEEDS PERFORMANCE STANDARDS (10)

Consistently positive and extremely cooperative in assisting others, even when it is not convenient to do so, in adversarial conditions, is able to stimulate teamwork and positive attitudes in others without regard to race, sex, disability, or other cultural barriers; is consistently the catalyst to group accomplishment on a department, divisional, and/or university level.

Extremely well organized in all aspects of the job, very successful in planning work and in anticipating and heading off problems before they interfere with deadlines or product quality. Demonstrates expertise in using available resources.

With few exceptions, identifies, analyzes, and acts on problems. Is an expert problem solver and works well with others in solving problems. Maintains composure when confronted with problems.

Exceptionally clear, concise, logical, and thorough in both oral and written communication, is skillful and poised in dealing with all types of people and situations, and can prepare any type and style of written communication quickly and with ease.

EXCEEDS PERFORMANCE STANDARDS (8)

Quick to offer assistance or guidance, very sensitive to needs and viewpoints of others, goes out of way to cooperate and get along with everyone without regard to race, sex, disability, or other cultural barriers, consistently seeks out and obtains assistance and cooperation from other departments and divisions at the outset of projects or decisions affecting them.

Very well organized. Employee has excellent use of planning techniques, ensures that activities are carried out in relation to their importance and with a minimum of conflict, and shows proficiency in using available resources.

Routinely identifies, analyzes, and solves problems. Is a good problem solver, works well with others, and maintains composure.

Very clear and precise in oral and written communication, is able to think on his/her feet and to respond appropriately to others, and uses tact and discretion. Written correspondence does not require revisions or editing.

FULLY MEETS PERFORMANCE STANDARDS (6)

Assists others willingly, has a positive attitude when asked for assistance, gets along well with others without regard to race, sex, disability, or other cultural barriers, enlists assistance and input of others affected by his/her projects or decisions, tactful in dealing with difficult situations.

Organizes, plans, and prioritizes work, is frequently successful in accomplishing desired end results, and uses available resources effectively.

Frequently is able to identify, analyze, and solve problems. Usually maintains composure, and works well with others in problem solving. Is able to resolve problems.

Listens and responds clearly, directly, and appropriately to others, seldom causing confusion, misinterpretation, or discord. Organizes written material appropriately, makes few errors, and prepares any correspondence required with only minor or infrequent editing.

MEETS SOME PERFORMANCE STANDARDS (4)

Occasionally is reluctant to help others when they request it, has problems getting along with certain departments and individuals, which has a negative effect on the job or department. At times shows lack of concern for working cooperatively, including lack of sensitivity in the areas of race, sex, disability, or other cultural barriers.

Has problems in either developing a sound plan or in implementing it once developed. Does not organize work and time to good advantage, does not use available resources adequately, and frequently does not meet established deadlines.

Occasionally is able to identify, analyze, and solve problems. Becomes confused when problems arise, and has difficulty resolving problems.

Occasionally has difficulty expressing self clearly or concisely, and does not always listen well or understand others. Written work requires editing and revisions due to spelling or grammatical errors or poor or incomplete organization of material.

FAILS TO MEET PERFORMANCE STANDARDS (2)

Negative and difficult to work with, argumentative and/or critical of others only helps when pressured to do so. Makes little attempt to maintain good relationships. Demonstrates lack of sensitivity in the areas of race, sex, disability or other cultural barriers.

Has great difficulty and is usually unable to plan and organize work. Operates strictly by crisis management reacts rather than plans. Handles most pressing problems, but frequently not the most important.

Is rarely able to identify, analyze, and solve problems. Becomes very confused when a problem arises, and is unable to resolve problem adequately.

Does not listen to others, has difficulty explaining information, uses inappropriate vocabulary or methods of communication, has difficulty preparing routine correspondence work is often poorly organized, contains errors, is messy, illogical, or confusing.

PERFORMANCE STANDARDS

(8) Decision-making Judgment: Extent to which employee makes decisions that are sound and timely. Exhibits discretion regarding confidential information.

(9) Dependability and Reliability: Extent to which employee is reliable and dependable in accomplishing assigned tasks and goals and in meeting commitments on schedule. Thoroughness in completing work assignments while soliciting guidance and assistance as appropriate.

(10) Initiative: Willingness to accept and perform responsibilities and assignments. Employee seeks better ways to achieve results, is a self-starter, and applies resourcefulness to position duties.

GREATLY EXCEEDS PERFORMANCE STANDARDS (10)

Has an extraordinarily high percentage of good decisions on a wide range of issues and problems, demonstrates superior reasoning abilities and thinking processes, and makes decisions that promote both short- and long-term goals and policies. Is rarely influenced by partiality or personal biases, and is widely sought out by others who are making decisions.

Extremely reliable in accomplishing all assigned tasks or responsibilities and in keeping supervisor informed. Rarely requires assistance on anything that is within his/her authority and responsibility to resolve and frequently resolves problems most others would or could not.

Initiates and completes numerous unrequested but approved projects and tasks—far more work and projects than are agreed upon by employee and supervisor. Initiates and achieves solutions to major challenges and obstacles to departmental operations.

EXCEEDS PERFORMANCE STANDARDS (8)

Has excellent judgment based upon analysis and observation, knowledge of people, policies, and impact on the organization. Employee goes beyond the apparent problem to the real problem, and develops practical and effective solutions. Decisions rarely require review, and, if reviewed, are seldom altered in any major way. Does not hesitate to make difficult or routine decisions.

Highly reliable, even in the face of challenging situations or unanticipated obstacles, in meeting assigned goals or standards. Seldom requires direction or assistance in resolving problems. Routinely can be relied upon to perform assigned work without close supervision.

Consistently seeks out and completes additional, mutually agreed upon work and projects beyond those assigned without being asked to do so by supervisor. Through his/her initiative, the department offers more and/or better services.

FULLY MEETS PERFORMANCE STANDARDS (6)

Can be relied upon to make sound decisions that support university and departmental policies and objectives. Gives attention to detail and facts, and supports decisions with appropriate evidence. Can and does make decisions on his/her own, and understands when a decision is not his/hers to make.

Applies him/herself well with only a moderate amount of supervision or direction. Usually persists in spite of difficulties, and demonstrates initiative in finding solutions to problems. Usually meets commitments he/she has made.

Initiates actions to solve problems and accomplish university and departmental objectives. Channels initiative in areas that are beneficial to the department and approved by supervisor. Will undertake or request additional work or responsibility within the scope of the job.

MEETS SOME PERFORMANCE STANDARDS (4)

Either: Cannot always be relied upon to use sound judgment—fails to consider all factors before making decisions, makes biased decisions, or makes decisions without authority or approval to do so. Fails to support recommendations with appropriate evidence. Decisions require review before implementation.

Or: Sometimes defers to others for decision making, or is reluctant to take a stand on difficult or controversial issues.

Cannot always be relied upon to achieve desired results without extensive follow-up. Often expects supervisor or co-worker to come up with solutions to problems rather than solving them him/herself. Occasionally fails to meet commitments, and needs close supervision.

Will not always initiate actions to solve problems or improve services unless directed to do so by supervisor. Occasionally undertakes additional work, although frequently must be asked. Rather than using initiative for projects within the scope of the job, uses available time and resources in other areas.

FAILS TO MEET PERFORMANCE STANDARDS (2)

Either: Consistently makes poor or costly decisions, makes snap judgments, makes decisions directly opposed to university and departmental policies and procedures, or rarely evaluates alternatives or impact before making decisions.

Or: Procrastinates and avoids decisions when ever possible. Does not address problems.

Needs considerable supervision or prodding, gives up easily when difficulties are encountered, and frequently fails to meet commitments.

Either: Does not undertake additional tasks, even when his/her work is caught up. Purposely draws out work to avoid additional work or responsibility.

Or: Often initiates new responsibilities and projects (a) without first completing assigned tasks, (b) without informing supervisor, and (c) creating other major problems (budget, organizational conflicts, and so forth) as a result.

PERFORMANCE STANDARDS

GREATLY EXCEEDS PERFORMANCE STANDARDS (10)

Exceptional administrator. Has introduced procedures to simplify, better quantify, and otherwise improve administrative planning and control that have been widely used and have had a major effect on improving productivity and cutting costs.

EXCEEDS PERFORMANCE STANDARDS (8)

Very capable administrator. Very knowledgeable of all policies and procedures affecting department. Uses effective controls, and has developed better and simpler ways to handle administrative tasks.

FULLY MEETS PERFORMANCE STANDARDS (6)

Submits all paperwork on time and in an appropriately detailed and accurate manner. Complies with policies and procedures.

MEETS SOME PERFORMANCE STANDARDS (4)

Does not always comply with policies and procedures. Administrative portions of job lack appropriate organization or control. Does not always submit reports on time.

FAILS TO MEET PERFORMANCE STANDARDS (2)

Frequently fails to comply with policies and procedures. Either does not submit reports on time, or submits incomplete or inaccurate reports. Administrative aspects of job are ignored or poorly handled.

(12) Budget Management: Degree of understanding, ability to plan, and ability to maintain and control all aspects of the budgeting process.

Is exceptionally thorough, realistic, accurate, and cost conscious in all areas of budget planning and control. Cost justifies all major projects. Is unequivocally recognized by management and related departments (finance, budget controller) as an exceptionally capable budget manager.

Has a thorough understanding of the budgeting process as well as other important financial and accounting concepts. Can realistically budget cost of new projects for which there is no history. Educates subordinates in areas where they can have most impact on costs, and helps them develop and implement solutions for reducing expenditures.

Understands the budgeting process, proper use of account numbers, and where to go for assistance. Is cost conscious, showing good judgment in items included in budget and good documentation to support figures. Budgets seldom require revisions. Maintains control of expenses, and recognizes and corrects errors.

Budgets generally require some revisions because of lack of or incorrect projection of expenses or poor judgment in items budgeted. Cannot always account for large expenditures or money charged improperly.

Budget is not based upon sound historical data or appropriate research. Budgets are submitted late and/or require major revisions. Frequently spends more than was budgeted for a project or item. Seldom checks budget reports, and does not recognize items way over or under budget or take action to correct problem.

PERFORMANCE STANDARDS

GREATLY EXCEEDS PERFORMANCE STANDARDS (10)

EXCEEDS PERFORMANCE STANDARDS (8)

FULLY MEETS PERFORMANCE STANDARDS (6)

MEETS SOME PERFORMANCE STANDARDS (4)

FAILS TO MEET PERFORMANCE STANDARDS (2)

(13) Supervision of Support Staff: Extent to which the supervisor successfully carries out assigned orientation, training and responsibilities for in-service education and development of support staff through available internal and external resources to develop and/or enhance employee's knowledge and skills in order to meet the demands of the position and accomplish the work unit's short term and/or long term goals and objectives.

The degree to which all employees are treated in a fair, impartial and consistent manner, without regard to race, sex, disability, or other cultural barriers, thereby earning support, trust, and respect.

The degree of effectiveness in assigning tasks and delegating authority.

Serves as a role model for peers and support staff, continually seeking to improve personal and support staff knowledge and skills necessary to complete assigned duties and prepare for positions of increased responsibility. Actively encourages support staff to identify and engage in training and professional development activities intended to promote ongoing optimal operations within the work unit. Considered extremely resourceful in using available internal and/or external resources.

Highly respected and considered an expert in the area of employee relations by own staff, peers, and higher levels of management within own department.

Has evaluated the strengths and weaknesses of each employee, and consistently assigns tasks and delegates authority in ways that meet and further develop each individual while often exceeding departmental performance expectations.

Routinely assesses work unit and employee strengths and areas needing improvement from a training development perspective. Fosters training, in-service education, and longer-term professional development for all support staff by proactively evaluating needs and recommending or implementing existing training program changes and/or new training requirements to ensure efficient operations and opportunities for support staff advancement.

Able to make difficult and controversial employee relation decisions, providing the rationale and justification, and receiving employee support. Respected by own staff, peers, and higher levels of management.

Consistently assigns tasks and delegates authority in such a manner that allows the department to meet and at times exceed performance expectations.

Provides staff with necessary day-to-day instruction and guidance to ensure effective performance. Ensures knowledge of work unit's or department's operating policies and procedures. Orients new staff and ensures that ongoing in-service education and training occurs in response to changing demands or work unit and/or individual support staff member's responsibilities.

Provides fair and impartial treatment without regard to race, sex, disability, or other cultural barriers when dealing with employee concerns and needs. Makes consistent personnel-related decisions, and is generally respected and supported by own staff, peers, and superiors.

Effectively uses the capabilities of personnel in regulating work flow and distributing work assignments. Authority is appropriately delegated.

Does not routinely consider and address the orientation and training needs of support staff. Work unit orientation and training programs seldom offered and/or does not meet the needs of the support staff in addressing skill deficiencies for existing responsibilities. In-service education and training programs designed to facilitate changes in work unit operations are insufficient or inadequate, as evidenced by significant delays, errors, insufficient or inadequate knowledge base, and so forth.

Is inconsistent when faced with employee relations problems. At times makes unfair personnel-related decisions including making decisions based on race, sex, disability, or other cultural barriers. Unable to provide justification for personnel related decisions previously rendered. Has limited support from own staff, peers, and superiors.

In-service education and training rarely offered and usually only at the request of employees. Work unit and individual employee job-related needs are rarely assessed and/or acted upon, much to the detriment of the employee's and work unit's overall performance.

Lacks an awareness, sensitivity, or understanding of how past employee relations decisions impact or influence future ones. At times makes unfair personnel-related decisions based on race, sex, disability, or other cultural barriers. Own staff, peers, and superiors show little confidence in employee relation skills.

Frequently assigns tasks and delegates authority in an inappropriate manner. Is unable to correctly determine what tasks and when delegation of authority should occur.

Overall Performance Rating: Consider all major work activities, their relative importance, the results actually achieved on goals set, performance standards, and ratings assigned to all performance factors. On the basis of all this information, assign an overall rating that best describes total performance.

Performance is significantly superior to job expectations. The quality and quantity of all work is extraordinary. Employee far exceeds expectations in all major areas of responsibility, demonstrates exceptional knowledge and skill, and is recognized as an authority.

Performance is consistently high--above that expected of a fully competent employee. Anticipates problems and initiates actions necessary to exceed most goals, standards, and other tasks and responsibilities; and has demonstrated a thorough knowledge and skill level (practical and theoretical) in all aspects of the job.

Performance is consistently good--meets expectations of a competent and productive employee. Employee initiates actions necessary to fulfill job responsibilities, anticipating problems, and taking action to avoid them. Deadlines for projects and work assignments and quality and quantity expectations are fully met.

Performance is below that expected of a qualified and competent employee. Work performance is acceptable in some but not all aspects of the job. Employee does not consistently meet basic job expectations, standards, and/or goals. Seldom initiates improvements or additional tasks required to fulfill job responsibilities unless directed to do so by the supervisor.

Performance does not meet minimum job expectations and requirements. Substantial improvement and development in most aspects of the job are required. Frequent and repeated errors are made, requiring close supervision and follow up by supervisor.



Bowling Green State University

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 Fax: (419) 372-2920

MEMORANDUM

TO: Administrative Staff

FROM: Bowling Green Administrative Staff
 Job Analysis and Compensation Plan Committee

Bryan Benner	Pat Patton
Rob Cunningham	Walt Montenegro
Pat Green	Duane Whitmire
Linda Hamilton	Norma Stickler
Barb Keller	Teri Sharp
Shirley Colaner	Randy Sokoll
John C. Moore	Karen Woods

DATE: June 1, 1995

**RE: THE DESIGN AND IMPLEMENTATION OF A JOB ANALYSIS AND
 COMPENSATION PROGRAM FOR ADMINISTRATIVE STAFF**

We know it probably seems a thousand years ago that we kicked off the Mercer program. As you may recall, our task at the time was

Development of job specific information on all the approximately 450 administrative job titles within the University

Development of job descriptions tailored to meet the University's needs as well as comply with appropriate laws (EEO, ADA, etc.).

Development of a customized point factor methodology to measure the value of each administrative/professional staff position on an objective basis.

Compilation of market salary data and development of a compensation structure tailored to Bowling Green State University's unique needs and circumstances.

Development of procedures to determine necessary individual compensation costs and job title adjustment as a position becomes available.

Preparation of a final report outlining study methodology to include documentation and recommendations arising from the project.

The plan involved four major phases: 1. project planning, 2. job analysis evaluation and description, 3. program development, 4. program implementation. Your committee has completed phase one and two and is averaging as a group over 40 hours per week working on phase three, which is **program development**.

Program Development includes determination of point factor values and creation of a compensation hierarchy, determination of pay ranges, assignment of jobs to pay ranges, dissemination of communication on job analysis and evaluation process to supervisors and managers. The committee will review responses and make revisions as appropriate, develop job evaluation and compensation policies and procedures, and obtain approval from University administration. We hope to have phase three completed by July 15, have phase four completed by August 15.

Phase four is program implementation which includes: development of financial impact on total compensation costs, determination of different implementation models and review by University administration, dissemination of program communication to administrative/professional staff, development and implementation of appeal process, completion of final report, documentation manuals, etc.

We will continue the work through the summer to make certain that we meet our deadline and at the same time try to keep you abreast of the work that is being done. Thank you for your patience.

JCM:mmmb

TO: Administrative Staff

FROM: Joan Morgan, Chair Administrative Staff Council
 Joe Luthman, Chair, Personnel Welfare Committee
 Ann Betts
 Deb Boyce
 Sharon Hanna
 Joyce Kepke
 Inge Klopping
 Ed O'Donnell

RE: Draft Document: Principle and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University

Attached you will find a draft document prepared by the Personnel Welfare Committee of Administrative Staff Council. This document contains recommendations for a performance based merit system for administrative staff. This document was prepared in response to a resolution passed at the May 24, 1996, Board of Trustees meeting in which the Board "request(ed) that the Central Administration work with the Faculty Senate and the Administrative Staff Council to carefully re-evaluate the process for determining merit salary increases during the coming year" and clearly indicated its intention to "re-evaluate the balance of merit and across-the-board salary increases for the 1997-98 fiscal/academic Year."

In response to this mandate two committees composed of Administrative Staff have been looking at two separate but closely related processes: the performance appraisal process and the merit award process. The first committee, chaired by Judy Donald, started meeting before this mandate and has shared a performance appraisal process with us and is in the final stages of revising their document. The second committee composed of a subgroup of our Personnel Welfare Committee has been working throughout this fiscal year on a policy that will deal with merit for administrative staff. It reviewed the Faculty draft of merit pay policy while evaluating its own version of a policy. We are pleased that both groups independently arrived at many of the same conclusions. A copy of this draft document is attached. *A draft of the process and implementation form has been shared with Admin Staff Council. A final revision of the document is underway.* *ASC has suggested some of the language of the faculty document.*

An on-call meeting of Administrative Staff Council has been called on for March 13 to discuss this draft document. It is important that we get as much input as possible before we submit revisions of this draft document to the administration. We ask that comments and suggestions on this merit proposal from administrative staff be shared with representatives so these

can be discussed at our March 13 on-call meeting. Certainly any comments you would like to make to members of the Personnel Welfare Committee would also be appropriate. Personnel Welfare will review all comments and suggestions and modify the proposal as it deems

If appropriate Dr. Middleton has indicated that he would like to present information about our progress at the April 24, 1997, Board of Trustees meeting so we have a little more than a month to make comments and revisions. As we work with this document it is important that we understand the administration believes that this is a first try at something new and plans to revisit this document and the entire process on a regular basis. - *ASC also believes that ASC should review this document and be incorporated for concepts into the ten principles.* Revisions as appropriate will be made.

We feel it is essential that we get input from as many administrative staff as possible because this proposal deals with an issue that will affect all of us. Please share your thoughts with us. Thanks for your cooperation in this important matter.

3/3/19

**Principles and Recommendations for a
Performance-Based Merit System
for Administrative Staff at Bowling Green State University**

The Administrative Staff Council believes that a number of important principles must form the foundation for an effective performance appraisal process and for the equitable distribution of salary increment awards. The Council endorses the concept of a performance-based merit system for awarding employee salary increases provided such a system is fair, equitable, and firmly founded on these ten underlying principles. By "merit", the Council means a salary increment that is allotted for performance of duties that meets or exceeds unit expectations. The rationale for this definition is provided by the following ten principles of an effective merit system.

1. An effective merit system should promote employee recruitment and retention, should adequately reward conscientious performance of normal duties and responsibilities, and should provide incentives that encourage distinguished, innovative and creative achievements to meet unusual challenges and opportunities when they arise.

2. A salary system should be designed to promote internal salary equity (based upon the Administrative Staff Compensation Plan) as well as

external salary equity (based upon salary comparisons among individuals in similar positions from similar universities, colleges or departments).

3. A performance-based merit system may include a component of peer-review when appropriate. Appropriateness will be determined jointly by the supervisor and staff member. ~~in consultation.~~

4. A performance-based merit system should engender the type, quantity, and quality of performance that contributes to the achievement of institutional and unit missions and goals. The reward system also needs to recognize that there are often multiple paths that may be taken in support of missions and goals.

5. A merit system needs to establish a clear connection between employee performance and reward. A department or unit must clearly identify the normal expectations and performance standards that are expected of all staff. Through this process, indicators must be identified for performances that fall below standard expectations for merit as well as those types of achievements that surpass the unit's standard expectations.

6. ~~The process of review should provide employees with results and constructive feedback that enables them to develop professionally and to make improvements in performance.~~ ^{Performance appraisal} ⁷

7. ~~Whenever resources are limited the merit system must respond to a more restricted set of institutional priorities in order to avoid trivializing the system by too thinly spreading and thus minimizing the impact of any incentive awards given.~~ ⁷ ^{more specific}

8. Even the best annual review systems may produce salary inequities or may fail to appropriately reward contributions or performances that occur over longer periods of time. Thus, an annual merit review system needs to be supplemented by periodic three-year comprehensive reviews on a rotating schedule.

9. A performance-based salary reward system should foster cooperation rather than antagonism among staff, should reward groups and teams as well as individuals for collaborative work performances, (and should generate wide support and general satisfaction on the University campus.)

10. Both the performance based merit system and the performance appraisal process will be reviewed annually by ASC.

Provided these ten principles are followed, the Administrative Staff Council recommends that Bowling Green State University adopt a performance-based merit reward system. The Council believes it is better to improve the existing system than to abandon it completely. What follows are the specific recommendations for an employee performance-based merit system which is specific to Administrative Staff members.

Recommendations

1. Funds should be made available on a regular, on-going basis to support raises for promotions, salary equity adjustments, market adjustments and salary adjustments deemed appropriate following comprehensive reviews of employee performance and salary. These funds should support the administration's commitment to move staff into the appropriate quartile of their salary range. These funds should not be considered a part of the annual merit pool.

2. Meritorious performance should be rewarded:

a. Upon the completion of ⁽³⁻⁵⁾three years of meritorius assessment, an employee's salary shall be increased to the next quartile of their assigned grade in the Administrative Staff Compensation Plan.

b. After ^{multiple (3-5) consecutive assessments}three years of meritorius assessments, the employee shall be granted an ^{annual salary increases}annually-renewable three year contract ^{with provisions for annual salary increases}with provisions for annual salary increases.

3. To increase productivity, a merit system must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed BEFORE the new contract year, i.e. before June 30 of the prior contract year. To ensure that employees can contest unfair merit pay assessments, a timely disclosure of the AMOUNT of the merit pay recommendation is necessary. Continual dialogue between the supervisor and the employee about progress towards goals is essential.

TIME DEADLINES

a. Performance appraisal forms must be completed by May 15 of the prior contract year

b. Merit pay recommendations must be known at the completion of the evaluation process. (May 31)

c. Merit pay criteria must be known prior to start of the next contract year.

Failure to meet any of items a-c defaults to the employee being awarded AT LEAST the average increase given to all contract staff. For e.g. in 1996, the default pay increase was 3%.

d. A supervisor will meet with employees between November 15 and January 15 for a dialogue on progress toward their annual goals. The supervisor will document at that time an employee's performance which is falling below a satisfactory level. The supervisor will be expected to continue to engage in ongoing dialogue with the employee to improve employee performance.

4. A supervisor's merit pay is contingent upon completing performance evaluations and merit pay recommendations for their staff on time.

5. Human Resources will review all annual performance evaluations and merit pay recommendations to ensure consistency and integrity. *in cooperation with ASC*

6. The annual merit review should be based upon the meritorious accomplishments over the most recent three-year period on a rolling basis, i.e., each year new information is added to the file for the most recent year and the oldest year is eliminated from the file. This will help reduce inequities that can result from differences in the merit funds available each year.

7. All merit-eligible employees *as satisfactory or better* will be evaluated in their annual performance reviews as "meritorious" or "~~non-meritorious~~". Merit eligibility is determined by the job performance of an employee, as assessed by the Administrative Staff Performance Appraisal Form. Performing one's job at a satisfactory level and in a competent manner is the prerequisite for merit pay.

8. Any employee who receives a "non-meritorious" annual performance review will not qualify for a merit increase. In lieu of a merit increase, professional development moneys equal to the raise that would have been allocated to the individual should be made available to the department or academic unit for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.

9. If the merit pool in a given year is COLA or less, merit-eligible employees will receive that same percentage increase in salary.

10. If the merit pool in a given year is more than COLA but less than or equal to COLA + 2%, it will be allocated according to the following guidelines:

40

a. Fifty percent (50%) of the merit pool will be allocated as an equal percentage increase in salary to all merit-eligible employees.

b. The remaining fifty percent (50%) of the merit pool will be allocated to departments and academic units for recognition of merit-eligible employees whose level of performance exceeds departmental expectations as defined by its merit policies.

11. If the total merit pool in a given year exceeds COLA + 2%, it will be allocated according to the following guidelines.

a. Fifty percent (50%) of the merit pool will be allocated as an equal percentage increase in salary to all merit-eligible employees.

b. Forty-five percent (45%) of the merit pool will be allocated to departments for recognition of merit-eligible employees whose level of performance exceeds departmental expectations as defined by its policies.

c. The remaining five percent (5%) of the merit pool will be allocated to the area or division head for recognition of merit-eligible employees who have demonstrated significant achievements. An area or division head may choose to reallocate the funds to departments for distribution through their existing merit system or through some other method(s) for rewarding distinguished levels of performance by individuals, by groups or teams, and/or by departments.

DEFINITIONS:

Merit-eligible employee - An employee who is rated as meritorious in their performance review.

Quartile - 25% of the difference between the minimum and maximum salaries for a salary classification range. Example: salary range X has a minimum salary of \$25,000 and a maximum of \$37,000. The difference between the two endpoints is \$12,000 and each quartile has a range of \$3,000. Then,

Second quartile begins at \$28,000

Third quartile begins at \$31,000 (and \$31,000 is the midpoint)

Fourth quartile begins at \$34,000

Date: Tue, 30 Jul 1996 08:29:31 -0800
From: Joan Morgan <jmorga3@bgnnet.bgsu.edu>
To: mcrachar@bgnnet.bgsu.edu, abetts@bgnnet.bgsu.edu, rmcombe@radar.bgsu.edu,
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□ bbanner@bgnnet.bgsu.edu, whitmire@bgnnet.bgsu.edu
Subject: Next meeting of exec

Hi all,

Haven't heard anything from the administration regarding our meeting last week. I did send them a note thanking them for meeting with us and also made some points regarding our continuing concerns about Mercer. I also told them I was looking forward to being kept updated regarding any developments in the decision making process. Duane called this morning to ask if exec was meeting today. I had not planned on meeting until we had some new developments. Right now I'm planning on meeting at our regularly scheduled meeting in Sept. If other developments occur, a special meeting will be called.. I have contacted people who volunteered to be chairs of committees and have a chair for most committees at this point. I'm still waiting to hear back about the salary committee and professional development. Several committees are planning on meeting this summer.
Joan



Bowling Green State University

42
Vice President for
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August 7, 1996

AUG 12 1996

MEMORANDUM

TO: Lester Barber
Bryan Benner
J. Christopher Dalton
Nancy Footer
Peter Hutchinson
John Moore
Edward Whipple

FROM: Charles R. Middleton *CRM*
Vice President

RE: Administrative Staff

I have read Joan Morgan's memo after our July 22 meeting with the Executive Committee of Administrative Staff Council with great interest. Through the rest of the Mercer process I think that we need to look at least at the following considerations.

- 1) The salary scales should be adjusted to reflect the current year's (1996-97) anticipated salary ranges. My understanding after our meeting with Chuck Schanie is that we will get these data soon.
- 2) We need to think in terms of career development opportunities as a way to address the issue of long term employees running up against range maximums. In short, we ought to be looking at how people who have been in rank a long time move along to other ranks and other opportunities at the University.
- 3) Annual evaluations of administrative staff ought not to be an option. They should be required. We need to develop a form very quickly so that we can see to it that the evaluation itself is designed to address such matters as career development, job performance, etc.

Furthermore, supervisors who are themselves administrative staff should be held accountable for conducting these evaluations. These evaluations, in my judgment, should be reviewed by the supervisors of the supervisors. They should be used as part of the annual evaluation of supervisory personnel with regard to their effectiveness in their positions.

Page 2

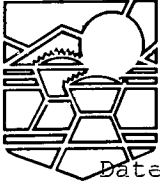
When supervisors are faculty members, the Deans and I will develop a process whereby faculty administrators can be held accountable for conducting these reviews.

At our next meeting on Mercer, when we have a full attendance, I propose that we discuss these issues and devise a strategy for implementing those that we all agree are important.

skg

xc: President Ribeau

✓Joan C. Morgan, Chair, Administrative Staff Council
Deans' Council



Bowling Green State University

William T. Jerome Library
Bowling Green, Ohio 43403-0170

Date: Tue, 27 Aug 1996 17:01:23 -0800

From: Joan Morgan <jmorga3@bgnet.bgsu.edu>

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□ bbenner@bgnet.bgsu.edu, whitmire@bgnet.bgsu.edu

Subject: Mercer policies

Greetings!

Duane and I met with representatives from the administration earlier today and some policy recommendations are going to be made to the Board of Trustees regarding Mercer. Feedback from ASC exec is being sought before this material is sent on to the Board probably on Fri. Duane and I made several recommendations for changes and these may be incorporated in the document that Les Barber is preparing to share with ENEC before it goes to the Board. I am hoping the document will be ready to share by noon tomorrow and am tentatively setting up an emergency meeting of ENEC for 11:45 am tomorrow in Club 57. Duane and I feel that some progress has been made but do have some concerns which we will share with you when we meet. If the document is not ready tomorrow a.m., I will let you know and we should plan on meeting on Thurs. at noon. I hope most of you can make this meeting.

□

Joan



Bowling Green State University

45
Coolcat

Continuing Education, International
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September 6, 1996

MEMORANDUM

TO: Administrative Staff Council

FROM: Performance Appraisal Process Committee
Judy Donald, Chair, Continuing Education
Shelley Appelbaum, Athletics
Bryan Benner, Human Resources
Shirley Colaner, Human Resources
Robert Graham, Institute for Great Lakes Research
Joann Kroll, Career Services
Dan Parratt, Environmental Health & Safety
Judy Paschalis, WBGU-TV
Lori Schumacher, Payroll
Tom Stewart, Human Resources
Karen Woods, Human Resources

RE: Update on Committee

During the summer months, the Performance Appraisal Process Committee has been busy and wished to take this opportunity to share with you the progress that has been made.

The attached materials include highlights of the survey results, objectives and a time line (these materials have been shared with Ad Council); and a preliminary list of the performance dimensions that were researched and developed by the committee. This list was developed using a cross-section of positions within administrative staff at BGSU and analyzing their specific duties.

Please take time to review these and feel free to contact anyone of the above members to let us know your thoughts as we proceed through this process.

Thank you.

pc: Performance Appraisal Process Committee

next month

1996 Administrative Staff Performance Appraisal Survey: Highlights

Item	Overall	Academic Affairs	Student Affairs	Planning & Budgeting	Operations	University Relations	Other (President's Office, Athletics)
% "Strongly Agree" or "Agree"							
25. A new performance appraisal system is needed	61.9	57.3	61.5	51.4	75.0	66.7	72.7
26. A new performance appraisal system has a chance of being effective	47.2	40.4	41.0	42.8	54.1	54.2	66.7
27. There is enough trust at BGSU for a new performance appraisal system to be effective	29.5	26.9	29.7	34.4	25.0	12.5	45.5
% Yes							
3. ... process in place for evaluating administrative staff annually?	86.2	89.8	92.3	100.0	96.0	82.6	55.0
5. Did your direct supervisor/manager prepare a written evaluation of your performance?	71.4	78.6	73.7	85.7	91.7	58.3	33.3
6. Did your direct supervisor/manager conduct a performance appraisal interview?	68.6	69.1	78.9	88.6	91.7	66.7	28.2
7. Have you ever received performance appraisal training?	34.7	35.4	37.5	20.0	34.6	20.8	17.5
% "Very Effective" or "Effective"							
9. Overall, how would you evaluate the effectiveness of the current performance appraisal system?	30.5	37.8	40.0	30.3	22.7	16.7	15.8
Sample Size (Response Rate)	268 (77%)	101 (77%)	40 (77%)	35 (77%)	26 (77%)	24 (77%)	41 (77%)

Prepared by: Bill Balzer
April 17, 1996

C:\CHAI\BUNIV\COMMITTAS_SURV.TAB

OBJECTIVES - PERFORMANCE APPRAISAL PROCESS

- Provide equal performance appraisal for each employee, free of bias;
- Define job expectations;
- Link performance with organizational outcomes such as compensation increases, promotions, recognition, and professional development opportunities;
- Align employee goals with the overall goals of the University, college or department;
- Identify employee training and professional development needs;
- Improve communication between employee and supervisor;
- Establish clear-cut intervention strategies when performance does not meet identified job requirements;
- Train both employee and the supervisor in the utilization of the Performance Appraisal Process;
- Build employee/supervisor involvement and ownership in the Performance Appraisal Process;
- Protect the best interests of both the University and the employee;
- Document performance management, professional development and evaluation;
- Develop forms and procedures that are simple to understand and implement;
- Develop a feedback mechanism to track the effectiveness of the form and the process;
- Build an internal feedback mechanism to continually improve the Performance Appraisal Process.

TIMELINE FOR PERFORMANCE APPRAISAL COMMITTEE

<u>Timeframe</u>	<u>Activity</u>	<u>Outcome</u>
5/96-8/96	Review 40 adm job descriptions	Identification of common performance dimensions
9/96	Provide ASC rough draft of form/process	Review and feedback
9/96	Meet with Ad Council	Review and feedback
9/96-12/96	Preview proposed system	Make sure form/process fits variety of dimensions of ASC jobs
1/97-4/97	Work with Training Director	Produce manual/procedures.
4/97-5/97	Mandatory training	All administrative staff/supervisors attend mandatory training
7/97	Performance appraisal system in place for the 1997/98 year	
7/97-5/98	Survey staff/supervisors	Provide feedback on use of new procedures, provide avenue to revise as procedures change.

Preliminary Performance Dimensions & Definitions: Administrative Staff
 (Draft by Bill Balzer 7/22/96)
 (Revised by Committee 8/21/96)

General

Core Professional/Technical Knowledge & Skills: Understands and applies job-related knowledge and skills, policies and procedures, and technical expertise to fulfill responsibilities of the position (e.g., comprehends and applies concepts, policies and procedures and technical skills; adapts to changes in job, methods, or surroundings; originates or improves work methods)

Professional Development: Maintains and updates professional knowledge and skills necessary for success in current position (e.g. participates in individual/staff training and development activities provided by unit, division, or university; attends off campus development and educational activities contingent upon support in terms of financial resources and release time by supervisor)

Written & Oral Communications Skills: Communicates effectively with supervisor, coworkers, and others (e.g., shares information, communicates job-related information,, prepares written documentation & administrative procedures, facilitates and participates in meetings, prepares and delivers oral presentations)

Resource Use & Management: Uses appropriate resources to increase effectiveness of unit/area and EGSU (e.g., monitors financial status of unit/area, schedules employees, prepares and interprets statistics, develops and manages budget)

Service & Quality Orientation: Provides effective customer service and sets and monitors quality standards for service delivery by self and unit/area (e.g., delivers quality services in friendly and professional manner, ensures that work products such as completed forms, records, and answers to questions have no errors; modifies old or develops new programs to improve customer service or program quality)

Interpersonal Relations at Work: Develops and maintains effective working relationships with supervisors, staff, coworkers, and others (e.g., deals effectively with interpersonal problems at work, consults with colleagues, demonstrates loyalty, collaborates with colleagues and is able to maintain professional confidentiality)

Internal/External Relations & Service: Presents a positive impression of self and university while participating in university and non-university service activities (e.g., delivers presentations and lectures to the community, networks with off campus community leaders, participates on university and non-university committees)

Commitment to EGSU Mission, Goals, Policies & Regulations: Promotes and works toward achievement of university-related goals within the framework of university policies and procedures (e.g., maintains regular and reliable attendance, enforcement and compliance with safety and health policies/procedures; promotes equity and diversity in the workplace)

- a) Promote Diversity
- b) Safety Compliance

Supervisory/Management

Human Resources Development: Hires, trains, instructs and evaluates staff members (e.g., aids in selection of staff members; participates in individual and staff training and development; provides release time and financial support for development; develops and monitors performance expectations for staff members; provides continuous feedback, conducts effective performance reviews)

Program Monitoring, Coordination & Management: Monitors, coordinates, and directs program activities to ensure adherence to policies and procedures given available resources, and to meet short-and long-term goals (e.g., ensures quality improvement in programs, reviews customers' progress and attainment of goals, collaborates with appropriate others for program modification and development)

Supervision/Team Building: Provide direction and support to individuals and teams to improve their work effectiveness (e.g., assign tasks and responsibilities to staff/teams; ensures and monitors adequacy of resources necessary for staff/teams to accomplish their jobs; develop an atmosphere of teamwork and cooperation)

Leadership & Vision: Develop and implement new programs and policies in area/unit to enhance work effectiveness, customer service, and staff morale and motivation (e.g., proposes or champions new initiatives or directions to improve area/unit and university; generates employee support, enthusiasm, and trust; effectively represents area/unit on campus and in the community)

BOWLING GREEN STATE UNIVERSITY ADMINISTRATIVE STAFF PERFORMANCE EVALUATION AND MERIT APPRAISAL DOCUMENT

Introduction

Effective performance evaluation systems facilitate the growth and development of individuals; and in so doing, provide for the growth and development of the organization. The University has established the following guidelines to provide supervisors and administrative staff employees with an overview and step-by-step approach to the performance evaluation and merit appraisal process. In compliance with the Bowling Green State University Board of Trustees policy regarding 100% merit for administrative staff salary increases, this process incorporates the principles and recommendations for a performance-based merit system as outlined in the Merit Policy for BGSU administrative staff (see BGSU Administrative Staff Handbook.).

Rationale

The Bowling Green State University Administrative Staff Performance Evaluation and Merit Appraisal Process is designed to accomplish the following goals:

- Align the administrative staff employee's goals with the overall goals of the University, college, and/or department on an annual basis
- Link performance with merit
- Provide consistency in performance evaluation and merit appraisal across university colleges, departments, and areas
- Provide opportunities for ongoing dialogue between the supervisor and the employee to accomplish the following outcomes:
 - Identify and define job performance expectations
 - Identify instances of performance that do not meet job performance expectations so that the supervisor and the employee can develop intervention strategies
 - Identify employee training and professional development opportunities
 - Identify instances of performance that exceed job performance expectations

Moreover, the process is designed to allow for maximum flexibility in determining the format of the performance evaluation and merit appraisal instruments. The underlying philosophy of this Administrative Staff Performance Evaluation and Merit Appraisal Document is to balance fairness and consistency in employee evaluations with allowance for the realities of specific jobs and the preferences of both units and individuals.

Process

The Performance Evaluation and Merit Appraisal Process described in this document outlines the activities that must take place, the documents that must be produced, the individuals who must be involved, and the time line within which each document must be submitted. This process allows individual contracting units to employ their merit documents in determining the criteria and

mechanism for measuring performance and awarding merit to administrative staff in the unit. For example, merit appraisal measurements may be numerical or not, based on the unit's merit document. Performance evaluation reports may be written in narrative or some other format, such as a table or list.

Time Line

- December 31, mid-year review submitted to the Office of Human Resources
- May 31, annual performance evaluation and merit appraisal recommendation submitted to the Office of Human Resources (in accordance with the University administration's annual budget schedule)

Definition of Terms

The Bowling Green State University Administrative Staff Performance Evaluation and Merit Appraisal Document stipulates three classifications with regard to employees' annual performance and merit:

- Exceeds performance criteria. Eligible for more than the % increase approved by the Board of Trustees.
- Meets performance criteria. Eligible for the % increase approved by the Board of Trustees.
- Does not meet performance criteria. Not eligible for a merit increase.

Other definitions significant to this document include the following:

- Immediate Supervisor. Employee's first-line supervisor, or supervisor who normally prepares the employee's annual performance evaluation.
- Second-Level Supervisor. Employee's immediate supervisor's supervisor, or position to which employee's supervisor reports.
- Contracting Unit. Unit that produces employee's contract (e.g., college dean's or vice-president's areas).

ADMINISTRATIVE STAFF PERFORMANCE EVALUATION AND MERIT APPRAISAL PROCESS

Overview for Mid-Year Review and Annual Performance Evaluation and Merit Appraisal

- A. Each supervisor and administrative staff member will meet **mid year** to
 1. Review performance to date.
 2. Review progress toward merit.
 3. Review progress toward goals and modify appropriately.

4. Send to Human Resources on or before December 31 a completed and signed statement addressing the employee's performance to date, progress toward merit, and progress toward goals to with copies to employee.
- B. Each supervisor and administrative staff member will meet **annually** to
1. Review the performance evaluation and merit recommendation.
 2. Review current job description.
 3. Establish goals for the upcoming year.
 4. Send to Human Resources on or before May 31 completed and signed documents with copies to employee.

Steps for the Annual Performance Evaluation and Merit Appraisal Process

1. Employee's Responsibilities Prior to Supervisor and Employee Meeting
 - a. Reviews the job description page from the employee's Job Analysis Questionnaire making appropriate changes.
 - b. Prepares a summary of the year's activities and accomplishments based on the goals and objectives for the past year.
 - c. Identifies goals and objectives for the coming year based on current job description and the mission of the unit and the University.
 - d. Sends these documents with appropriate changes to immediate supervisor.
2. Supervisor's Responsibilities Prior to Supervisor and Employee Meeting
 - a. Reviews the job description page from the employee's Job Analysis Questionnaire making appropriate changes.
 - b. Identifies goals and objectives for the coming year based on current job description and the mission of the unit and the University.
 - c. Reviews documents sent forwarded by administrative staff member.
3. Supervisor and Employee Meeting
 - a. Meet to discuss job performance and merit recommendation based on the individual's job description, established goals, and accomplishments.
 - b. Jointly establish goals for the upcoming year based on current job description and the mission of the unit and the University.
 - c. If necessary, begin the joint process of modifying the employee's Job Analysis Questionnaire. If changes to the position are substantive, collaborate with Human Resources and follow the Administrative Staff Compensation Plan.
4. Supervisor's Responsibilities Following the Supervisor and Employee Meeting
 - a. Prepares the final performance evaluation and merit appraisal document, which addresses the employee's overall performance, progress toward goals, and recommendation for merit, using the following merit designations:
 - i Exceeds performance criteria
 - ii Meets performance criteria
 - iii Does not meet performance criteria

- b. Gives the employee for review and signature the final performance evaluation and merit appraisal document, which addresses the employee's overall performance, progress toward goals, and recommendation for merit. Discusses the document with employee if the supervisor did not do so at supervisor and employee meeting. Allows the employee the opportunity to provide additional documentation.
- c. Sends to Human Resources on or before May 31 the following documents with copies of these documents to the employee and immediate supervisor:
 - i Final performance evaluation and merit appraisal document--signed by the employee, immediate supervisor, and second-level supervisor--which addresses the employee's overall performance, progress toward goals, and recommendation for merit.
 - ii Additional documentation provided by the employee, if any.
 - iii The employee's goals and objectives for the upcoming year--signed by the employee, immediate supervisor, and second-level supervisor--if this was not incorporated into the signed, final performance evaluation and merit appraisal document.
 - iv The current job description page of the employee's Job Analysis Questionnaire.



Bowling Green State University

Administrative Staff Council
Bowling Green, Ohio 43403

December 16, 1996

MEMORANDUM

TO: Administrative Staff

FROM: Joan Morgan, Chair, Administrative Staff Council
Performance Appraisal Committee
Judy Donald, Chair, Continuing Education
Shelley Appelbaum, Athletics
Bryan Benner, Human Resources
Shirley Colaner, Human Resources
Robert Graham, Library
Joann Kroll, Career Services
Dan Parratt, Environmental Health & Safety
Judy Paschalis, WBGU-TV
Lori Schumacher, Payroll
Karen Woods, Human Resources

SUBJ: Performance Appraisal Form

In the Fall of 1995 the Administrative Staff Performance Appraisal Committee was appointed, with representation from each Vice Presidential Area, charged with the task of developing a performance appraisal process for the administrative staff.

In order to develop an instrument representative of administrative staff at BGSU, the committee spent time researching many existing processes both at BGSU as well as other universities and businesses. A survey was developed and distributed earlier this year to determine the positives and negatives of the current evaluation process for administrative staff. The results were compiled and shared with Ad Council and Administrative Staff late in the spring semester. Using the results of the survey and a random sampling of 40 administrative staff positions at BGSU, the committee developed the dimensions that would be used on the appraisal form. These were presented to the Administrative Staff Council at the September meeting where a request for feedback from Administrative Staff was made.

During the November 1996 ASC meeting, the 1996-97 goals were approved with Goal #2 being the continued development of a performance evaluation procedure which provides an equitable assessment of performance for all administrative staff. Culmination of the committee's efforts as well as keeping on task with the ASC goal, have resulted in the enclosed document that we feel provides the flexibility and uniformity needed to effectively assess administrative staff across the university community.

(over)

Page 2

This form will be an item on the agenda for the January ASC meeting, so we are soliciting your comments either to your ASC representative, Joan Morgan or Judy Donald before the January 2nd meeting.

In order for this to be a successful and useful tool, the Human Resources Office will be providing a mandatory training session during the spring semester for all administrative staff as well as individuals who supervise administrative staff.

We look forward to hearing from you.

Thank you.

ADMINISTRATIVE STAFF

BGSU Performance Appraisal

The University has established the following guidelines to assist you with assessing performance, which is a continuous process occurring throughout the year. A performance appraisal process for Administrative Staff should:

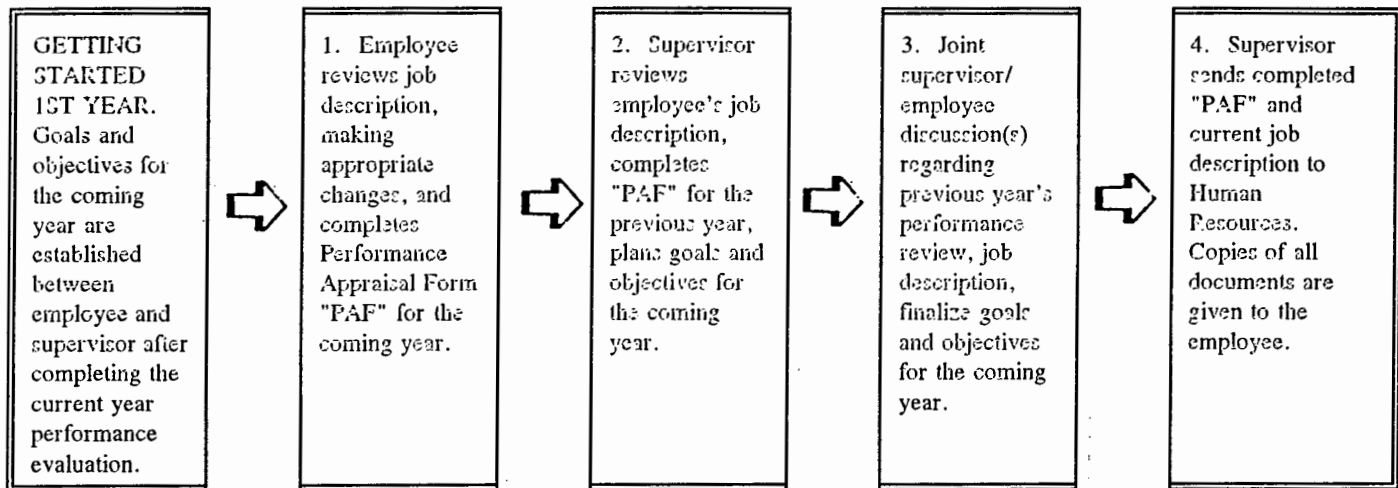
- clearly define job expectations;
- improve communication between employee and supervisor;
- align employee goals with the overall goals of the University, college or department;
- link performance with rewards such as compensation increases, promotions, recognition, assignments, professional development opportunities and career advances;
- be consistent across University departments and areas;
- identify employee training and professional development needs;
- establish clear-cut intervention strategies when performance does not meet identified job requirements.

The performance appraisal process is to help facilitate the growth and development of individuals, and in so doing, provide for the growth and development of the organization.

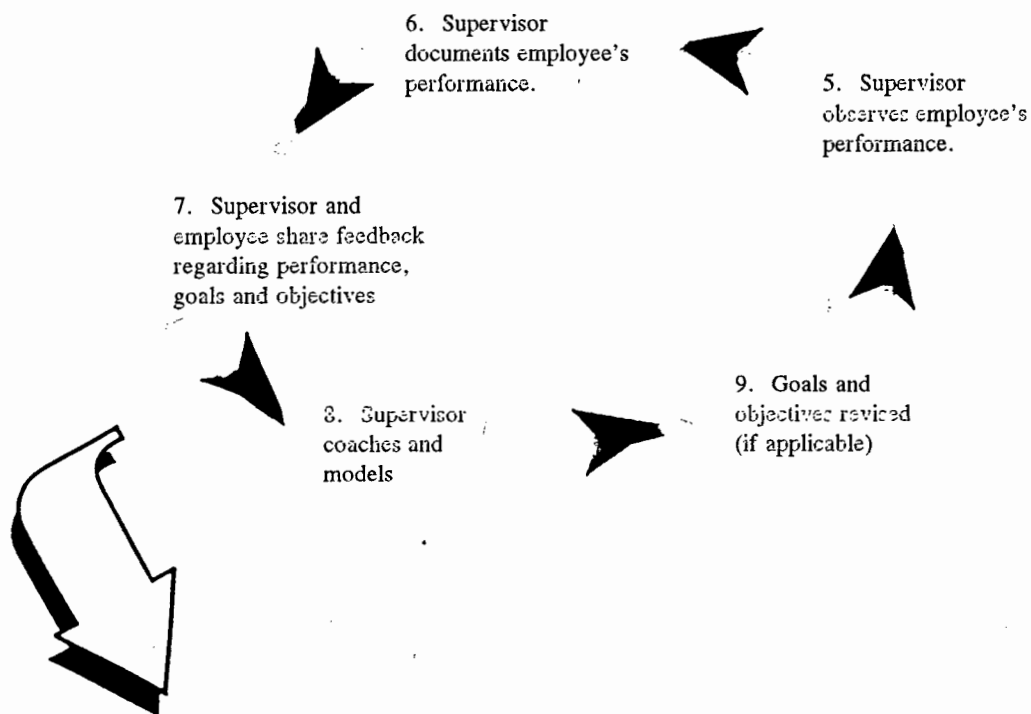
Mandatory training will be provided by the Office of Human Resources in the performance appraisal process to all Administrative staff and their supervisors (including Faculty who supervise Administrative staff).

PERFORMANCE APPRAISAL PROCESS

FIRST YEAR



ON-GOING THROUGHOUT THE YEAR



AT END OF NEXT YEAR

The Performance Appraisal Process cycle continues with Step #1

BOWLING GREEN STATE UNIVERSITY

ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL FORM

Employee:	Title:	Evaluation Period:
	Form Completed By:	Date Form Completed:

GENERAL INSTRUCTIONS

The purpose of this appraisal is to evaluate employee performance

- Step 1 - **Identify preliminary goals for discussion.** Prior to meeting, employee and supervisor should give consideration to what major goals/initiatives/achievements were accomplished and be prepared to discuss these.
- Step 2 - **Complete the employee information block at the top of this page.**
- Step 3 - **Record your performance observations as well as performance information.** Consideration should be given to employee's major strengths/weaknesses.
- Step 4 - **Complete ratings on dimensions. Rate performance on the five point scale by circling appropriate number. Circle "not applicable" option if dimension is not part of employee's job.** Consideration should be given to employee's strengths/weaknesses.
- Step 5 - **Conduct performance appraisal interview.** Consideration might be given to changes needed in the employee's job description. Remember: goals and objectives define success in the job and must be flexible in response to changes throughout the year, but any changes should be made with the full participation of both employee and supervisor. Keep the goals SMART -- Specific, Measurable, Attainable, Relevant and Timely. Clearly state how the goals will be measured. Focus on measurable performance such as "deliver, develop, produce, increase, or improve." Goals must also have a time frame.
- Step 6 - **Provide additional relevant comments, modify ratings as needed, sign, and date completed form.** Consideration might be given to types of training or additional skills that would be desirable in order to fulfill the duties of this position; internal and external professional activities performed in the community; mentoring of students; BGSU committee work; personal goals, etc.
- Step 7 - **Allow employee an opportunity to provide comments and have employee sign and date form.** Comments here might include how supervisor could better aid employee in effectively performing of the job duties, what the employee needs in terms of feedback and timely communication with supervisor, concerns about safety, confidentiality, objectivity, etc.
- Step 8 - **Return original completed form and current job description to Human Resources and provide employee with a copy of the completed form.**

General

Area 1 - Commitment to EGSU Mission, Goals, Policies & Regulations: Promotes and works toward achievement of university-related goals within the framework of university policies and procedures (e.g., maintains regular and reliable attendance, enforcement and compliance with safety and health policies/procedures; promotes equity and diversity in the work place).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u> 						
<u>Goals for next rating period</u> 						

Area 2 - Core Professional/Technical Knowledge & Skills: Understands and applies job-related knowledge and skills, policies and procedures, and technical expertise to fulfill responsibilities of the position (e.g., comprehends and applies concepts, policies and procedures and technical skills; adapts to changes in job, methods, or surroundings; originates or improves work methods).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u> 						
<u>Goals for next rating period</u> 						

Area 3 - Professional Development: Maintains and updates professional knowledge and skills necessary for success in current position (e.g., participates in individual/staff training and development activities provided by unit, division, or university; attends off-campus development and educational activities contingent upon support in terms of financial resources and release time by supervisor.)

Observations:

Goals for next rating period

Area 4 - Written & Oral Communication Skills: Communicates effectively with supervisor, coworkers, and others (e.g., shares information, communicates job-related information, prepares written documentation and administrative procedures, facilitates and participates in meetings, prepares and delivers oral presentations).

Observations:

Goals for next rating period

<u>Area 7 - Interpersonal Relations at Work:</u> Develops and maintains effective working relationships with supervisors, staff coworkers, and others (e.g., deals effectively with interpersonal problems at work, consults with colleagues, demonstrates loyalty, collaborates with colleagues and is able to maintain professional confidentiality).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

<u>Area 3 - Internal/External Relations & Service:</u> Presents a positive impression of self and university while participating in university and non-university service activities (e.g., delivers presentations and lectures to the community, networks with off-campus community leaders, participates on university and non-university committees).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

<p>Area 11 - Supervision/Team Building: Provides direction and support to individuals and teams to improve their work effectiveness (e.g., assign tasks and responsibilities to staff/teams; ensures and monitors adequacy of resources necessary for staff/teams to accomplish their jobs; develop an atmosphere of teamwork and cooperation).</p>	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<p><u>Observations:</u></p>						
<p><u>Goals for next rating period</u></p>						

<p>Area 12 - Leadership & Vision: Develop and implement new programs and policies in area/unit to enhance work effectiveness, customer service, and staff morale and motivation (e.g., proposes or champions new initiatives or directions to improve area/unit and university; generates employee support, enthusiasm, and trust; effectively represents area/unit on campus and in the community).</p>	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<p><u>Observations:</u></p>						
<p><u>Goals for next rating period</u></p>						

Supervisory/Management

<u>Area 9 - Human Resources Development:</u> Hires, trains, instructs and evaluates staff members (e.g., aids in selection of staff members; provides release time and financial support for development; develops and monitors performance expectations for staff members; provides continuous feedback, conducts effective performance reviews).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

<u>Area 10 - Program Monitoring, Coordination & Management:</u> Monitor, coordinate, and directs program activities to ensure adherence to policies and procedures given available resources, and to meet short- and long-term goals (e.g., ensure quality improvement in programs, reviews customers' progress and attainment of goals, collaborates with appropriate others for program modification and development).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

Overall Performance Dimension Weighting

ROUGH DRAFT

66

Instructions: Using the scale below, assign an importance weight to each of the relevant performance areas. Multiply each rating by the appropriate weight to obtain an area score. sum all area scores and divide by the sum of the weights to obtain a total performance score. Circle the number that corresponds to this score below, rounding up if necessary.

1 = Important 2 = Above Average in Importance 3 = Extremely Important

Area	Rating	x	Weight	=	Score
Area 1:	_____	x	_____	=	_____
Area 2:	_____	x	_____	=	_____
Area 3:	_____	x	_____	=	_____
Area 4:	_____	x	_____	=	_____
Area 5:	_____	x	_____	=	_____
Area 6:	_____	x	_____	=	_____
Area 7:	_____	x	_____	=	_____
Area 8:	_____	x	_____	=	_____
Sum	A1		B1		

<u>SUPERVISORY/MANAGEMENT</u>					
Area	Rating	x	Weight	=	Score
Area 9:	_____	x	_____	=	_____
Area 10:	_____	x	_____	=	_____
Area 11:	_____	x	_____	=	_____
Area 12:	_____	x	_____	=	_____
Sum	A2		B2		

Overall Performance = $\frac{\text{Sum B1} + \text{B2}}{\text{Sum A1} + \text{A2}}$ = _____

Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails to Meet Expectations
5	4.5	4	3.5	3
			2.5	2
				1.5
				1

Additional comments by supervisor:

Supervisor Signature:

Date:

Additional comments by employee:

Employee Signature:

Date:

Signature indicates review of evaluation has taken place, not agreement or disagreement with contents.



Bowling Green State University

Provost and Vice President
for Academic Affairs
230 McFall Center
Bowling Green, Ohio 43403-0020
Phone: (419) 373-2915
FAX: (419) 372-8446

DEC 19 1996

December 17, 1996

Joan Morgan, Chair
Administrative Staff Council

Dear Joan:

Thanks for the update on the performance evaluation procedure and form for administrative staff. I don't believe at this time, based upon what you've told me, that I need to anticipate coming to discuss these matters with the Council prior to my scheduled meeting. I say this with the understanding that nothing will be finalized prior to that meeting and our opportunity to share ideas on where we are at that time will remain open at least until that date.

For me, the issues seem to be relatively straight forward. We need to get down to a wide spread agreement on most, if not all of the matters raised in your letter. Then we can concentrate our discussion on the final few (and no doubt most critical) issues that will remain thereafter.

With regard specifically to the questions you raise about how the form is going to be used etc., I look forward to hearing the various points of view that will materialize on these questions over the course of the next six weeks or so. For me, two things are vital. First, every administrative staff person must be evaluated each year, and where administrative staff persons serve as supervisors, part of their own evaluation must be on how effectively they perform the evaluation of other members of the administrative and/or classified staff. This principle will also apply to faculty members who have administrative staff members reporting directly to them.

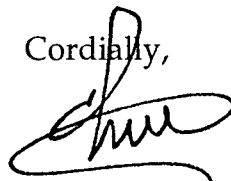
The second issue requires more discussion. It is this: whether the form is used for assessing merit or not, some merit assessment process needs to be in place for consideration of the Trustees this spring. On the principle that the fewer forms that we have the better, I would suggest that we regard this evaluation procedure as integral to the merit assessment process of the Campus. How we might accomplish attaining that goal, of course, remains to be seen. But I don't personally know of any reason off hand why we should have one form for annual performance evaluation and a separate form or process for merit salary increases. Perhaps there are good answers to that concern and I am eager to know them, if there are any. But as a first take this view may serve to focus the discussion that takes place over the next few

Joan Morgan
Page 2
December 17, 1996

months. I want to emphasize, however, that I am entirely open as to the outcome of this question at this time. I really do want to be in a position to respond to the best ideas that you and your colleagues in the administrative staff can come forward with as a result of your deliberations.

I hope these comments are useful. Best wishes for a happy holiday season to you and all the members of the administrative staff as well as their families.

Cordially,

A handwritten signature in black ink, appearing to read 'C. Middleton', written over the word 'Cordially,'.

Charles R. Middleton
Provost and Vice President

llm

Draft for Discussion Purposes
1/7/97

*Handbook
Change*

**Purpose of Determining Pre-Assigned Weights for the for the
Performance Appraisal Form Areas**

To define merit and the criteria for awarding merit across the various
Vice Presidential areas of the University

1 = Important 2 = Above Average in Importance 3 = Extremely Important

**Area 1 - Commitment to BGSU Mission, Goals, Policies, and
Procedures: 3 or Extremely Important**

**Area 2 - Core Professional/Technical Knowledge & Skills: 2 or
Above Average in Importance**

**Area 3 - Professional Development: 2 or Above Average in
Importance**

Area 4 - Written & Oral Communication Skills: 1 or Important

Area 5 - Resource Use & Management: 1 or Important

Area 6 - Service & Quality Orientation: 3 or Extremely Important

**Area 7 - Interpersonal Relations at Work: 2 or Above Average in
Importance**

**Area 8 - Internal/External Relations & Service: 2 or Above Average
in Importance**

Area 9 - Human Resources Development: 3 or Extremely Important

**Area 10 - Program Monitoring, Coordination & Management: 2 or
Above Average in Importance**

Area 11 - Supervision/Team Building: 3 or Extremely Important

Area 12 - Leadership & Vision: 2 or Above Average in Importance

Mary Beth Zachary, 1/7/97 1:35 PM, Re: Jan.7 Exec meeting

1

Date: Tue, 7 Jan 1997 08:35:38 -0500 (EST)
 From: Mary Beth Zachary <mzachar@bgnet.bgsu.edu>
 X-Sender: mzachar@bgnet2.bgsu.edu
 Reply-To: Mary Beth Zachary <mzachar@bgnet.bgsu.edu>
 To: Joan Morgan <jmorga3@bgnet.bgsu.edu>
 Subject: Re: Jan.7 Exec meeting
 MIME-Version: 1.0
 Status:

Joan,

I'll be late to today's meeting. Just got back to work today and going through my e-mail. I'm in another meeting that will overlap most certainly. I'll be in about 12:20. Sorry.

For discussion purposes, I think that we don't need two separate processes for performance evaluation and merit, however, I still think that merit is different from performance. Given human nature, if the focus of a meeting between supervisor is performance of job duties, although there are many obstacles in that process--for instance, being told that one is lacking in an area of performance will often elicit some defensiveness in the employee--there is some chance of the employee hearing the bad news with some openness. However, if that criticism also directly relates to the take-home pay of the individual, the defensiveness could be much more entrenched. The focus of the meeting could very easily then be \$\$\$ instead of what needs to be improved.

I think we're stepping into a mine field by making this one process.

I don't object to a form that can be sent out as a reminder to supervisors that the evaluation process needs to be completed, I just want to give the process as much possibility for success as possible.

I strongly disagree with Bryan's statement that we need to have a numerical outcome (or in my words--given a grade--) of the evaluation process. That does not elicit the best possible response from the employee. As a former teacher, I know that we have set up a system of grades for performance in students. Every teacher worth their salt knows in their bones that grades are not effective in most cases. I can't believe that as professionals we need to be graded in order to motivate us. Maybe there are some exceptions, but really, it's insulting to us as professionals. (IMHO)

The supervisor can still put in a "value" in the merit process for performance, but it should also include other items for assigning merit. Tom's right in that everyone doesn't have all the opportunities for extra stuff equally, but what is the alternative? Do we not reward anything other than the performance of job duties? Do we not value other contributions to the university community?

Someone here suggested that we toy with "bonuses" instead of merit. The only real problem I have with that concept is that bonuses usually are not added to the base salary where merit is added. If we could overcome that hurdle, it's fine with me.

I'd like to see if we could determine a merit structure similar to faculty rather than go to some all encompassing form to do both. (I get redundant sometimes....)

Perhaps we should come up with a proposed definition of merit ourselves.

We can probably all agree that merit should not be earned if a certain

Printed for jmorga3@bgnet.bgsu.edu (Joan Morgan)

1

level of job performance is not maintained! Job performance should be a portion (maybe half? 60%?) of the value of merit. Service to the university should be rewarded. Participation in professional activities that are related to the appropriate profession should also be a part of merit consideration

Thanks for listening.

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Head, Access Services
Bowling Green State University
Bowling Green, OH 43403

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MERIT SALARY AWARDS

A. Introduction

It is expected that every faculty member shall discharge her/his duties in a competent manner and at a satisfactory level of performance. Merit is a form of recognition awarded to individuals who perform at varying levels above and beyond that expectation. While not everyone will receive merit compensation every year, this should not be viewed as a criticism of their level of competence. The fact that a faculty member performs well is the reason for the issuance of a contract for each succeeding year.

In order for the merit system to have any meaning, a degree of comparison between the performance of individuals is necessary. Some people will be more deserving of merit some years, less so in other years.

The recommendations regarding annual merit recognition for each faculty member is the responsibility of the Merit Committee. There are three components that are used for the determination of the final merit rating: evaluation from the direct supervisor, from the Dean, and from the Merit Committee. The data elements from these three sources are used in a weighted formula which results in a single numerical result, known as the merit rank.

Faculty receiving contracts for the next year (the one in which the merit money will be included) are advised to fill out a Merit Form. This form gives the faculty member an opportunity to list her/his activities for the current merit year. If an individual does not want to participate in the merit process, s/he should so indicate in writing to the Dean.

B. Full and Part-Time Faculty

Full-time faculty are treated equally for merit money distribution without regard to the length of their yearly contract. Continuing part-time faculty are treated as full-time for merit recommendation purposes. The dollar amount awarded, however, is to be prorated according to the contractual obligations of the part-time faculty member.

C. Definitions

- Activity points:** Numerical measurements of the activities listed on the Merit Form
- Value points:** Numerical evaluations given by 1) the direct supervisor, 2) the Dean, and 3) the Merit Committee, who in turn converts activity points into value points
- Merit points:** The final numerical rating calculated by a formula which involves a weighting and multiplication of value points

72

the performance assessment forum

- everyone I

- definition

D. Merit Forms

Each faculty member is responsible for the content of her/his Merit Form. The Merit Committee will evaluate the quality of publications and seek clarification for unclear items that appear on the merit form. The faculty member shall furnish full documentation for publications. See Appendix A, pages 2-3 for Merit Form Outline.

E. Merit Form Activity Points

Included here are explanations under each section of the activities for which merit points are awarded, as well as activities for which points are not awarded. Where there is a range of points indicated, the Committee will assign the number of points at its discretion. The sequence listed below is the same as that on the Merit Form.

I. Teaching**A. Courses**

Teaching a course for academic credit or directing an independent study for academic credit for which one is officially identified by a Registrar's Office as the primary instructor.

Points awarded for:

per credit hour (Regularly Scheduled Courses)	1.0 point
per credit hour (Independent Study)	0.5 point

Points not awarded for: Teaching a class if teaching is part of one's job description; teaching or co-teaching where one is not officially identified as a primary instructor; presentations within one's job assignment; presentations to library faculty or staff.

B. Thesis/dissertation advising**Points awarded for:**

Committee chair	2.0 points
Membership on committee	1.0 point

II. Scholarly or creative work

NOTE: All scholarly or creative activities must have external distribution in order to be awarded points. Points for scholarly or creative work will be awarded to joint authors up to two. For over two joint authors, points awarded will be distributed among the joint authors.

- A. Conferences and Workshops/Seminars Planned and Organized
When the conference, workshop, or seminar planned is part of a committee's work, the activity should be reported here, but committee membership should not be listed under IV.C. In addition, we suggest that points be awarded to those principally responsible for developing and planning GCPDP sessions, 60-minute seminar sessions, etc. (if in addition to one's primary job responsibilities).

Points awarded for:

International/national	4.0 points
Multistate	3.0 points
State	2.0 points
Region of the state	1.0 point
Local	1.0 point

B. Publications

EXPLICATION OF CRITERIA FOR ASSIGNING POINTS FOR PUBLISHED WORKS WHERE A RANGE OF POINTS IS INDICATED: Highest points in the range will be awarded for works of substance published by scholarly or trade publishers. Lowest points in the range will be awarded for works produced by smaller publishing houses, where the content is not subject to strenuous refereeing and/or review by an external editorial committee.

BOOKS**Points awarded for:**

Scholarly books	10-20 points
Textbooks	5-15 points
Edited books (editor or co-editor of proceedings, collections or other edited books)	5-15 points
Chapters in books	5-10 points
Indexes, bibliographies, manuals, handbooks, reports	5-15 points
Sections of indexes, bibliographies, manuals, handbooks, reports	3-5 points

PERIODICAL ARTICLES (must submit articles)

Points awarded for:

Refereed articles	6-10 points
Non-refereed articles	2-5 points
Newsletter articles, including BGSU Libraries	1-2 points

Points not awarded for:

Letters to the editor

EDITORSHIPS

Include description and extent of duties.

Points awarded for:

Journal editor	5-10 points
Journal column editor	2.0 points
Review board member or manuscript reviews (e.g., journal editorial board, grant review panel, conference paper selection committee, etc.)	3.0 points

REVIEWS (limit of 5 total points for reviews)**Points awarded for:**

Choice or Library Journal type reviews of 500 words or less	1.0 point
Longer reviews in refereed journals	1-3 points

C. Equivalencies**MEDIA PRODUCTIONS**

Activity points will be awarded on a case-by-case basis. Provide information on nature, degree of external distribution, etc., of the production.

Points awarded for:

Degree of involvement	5-20 points
-----------------------	-------------

D. Papers presented

If the paper is invited or refereed, one (1) additional activity point will be awarded.

Points awarded for:

International/national	4.0 points
Multistate	3.0 points
State	2.0 points
Region of the state	1.0 point
Local	0.5 point

E. Poster sessions

Limit of two (2) activity points per year for poster sessions.

Points awarded for:

International/national	1.0 point
Multistate	1.0 point
State	0.5 point
Region of the state	0.5 point

F. Panelist or reactor or moderator 1.0 point

If activity as a member of a panel includes presenting a paper, report activity under II.D.

III. Grants and Research Projects

Points will be awarded to those playing a major role in writing the proposal, obtaining funding, and administering the grant. Include description and extent of duties.

Points awarded for:

<i>External (outside University)</i>	
Grant from international/national agency	4-5 points
Grant from multistate/state/local agency	2-3 points
<i>Internal (within University)</i>	
University Faculty Development Grant	2-3 points
University Faculty Research Grant	2-3 points
University Speed Grant (MAXIMUM OF ONE [1] ACTIVITY POINT PER YEAR FOR SPEED GRANTS)	1.0 point
Library Faculty Research Grant (MAXIMUM OF ONE [1] ACTIVITY POINT PER YEAR FOR LIBRARY FACULTY RESEARCH GRANT)	1.0 point
Other	1-3 points

IV. Service and Committee Work**LIMIT OF TWELVE (12) POINTS FOR ACTIVITIES IN SECTIONS A-C**

Points not awarded for: Ex-officio membership (one [1] point will be awarded for an ex-officio committee member who serves in an official capacity [e.g., chair, secretary] as long as that official capacity is not part of the ex-officio membership). The Libraries and Learning Resources Council is another example of ex-officio status where members serve by virtue of their positions as designated by the Dean. Serving as member or chair of a screening committee is not considered ex-officio service even if the position to be filled is within one's area of operation.

A. Library Service**Points awarded for:**

Committee membership* (Serving as a member of a screening committee is not considered ex-officio service even if the position to be filled is in one's area of operation.)	1.0 point
Chair of a committee	1.0 point
Faculty secretary	1.0 point
Editor or co-editor of BGSU Libraries newsletter	2.0 points
Presiding officer of the library faculty	1.0 point

Points not awarded for:

Ex-officio membership (such as LLRC; see above)
Membership on a Unit (e.g., Access Services) committee

B. University Service (Campus groups, committees, etc. other than those in the Library)**Points awarded for:**

Faculty Senate membership	2.0 points
Graduate or Undergraduate Council membership	2.0 points
University committee*, task force, etc. membership	1-2 points
Chair or officer of any of above	1.0 point

* If a committee has been inactive in a given calendar year, that committee membership should not be listed. If a committee member has been inactive, that committee membership should not be listed.

Points not awarded for:

Ex-officio membership (see above)
Advisor to University social or recreational group
Welcoming committee
United Way solicitor
Friends of the BGSU Libraries/Center for Archival Collections membership or activities

C. Professional Activities**INDIVIDUAL FACULTY MERIT POINTS NOT GIVEN FOR
MEMBERSHIP OR ATTENDANCE AT MEETINGS WHERE
ATTENDANCE IS PART OF ONE'S NORMAL JOB DUTIES.**

If a committee's major activity for the year is planning a conference or workshop, you may report the activity in II.A. If the activity is reported in II.A., do not list membership below.

1. Networks, consortia, etc. (where BGSU Libraries is a member e.g., OHIONET, IULC)

Points awarded for:

International/national committee membership	2.0 points
Multistate committee membership	1.5 points
State committee membership	1.0 point
Region of the state committee membership	1.0 point
Local committee membership	0.5 point
Chair or officer of committee	1.0 point

Points not awarded for: Ex-officio membership (one [1] point will be awarded for an ex-officio committee member who serves in an official capacity [e.g., chair, secretary] as long as that official capacity is not part of the ex-officio membership). The Libraries and Learning Resources Council is another example of ex-officio status where members serve by virtue of their positions as designated by the Dean. Serving as member or chair of a screening committee is not considered ex-officio service even if the position to be filled is within one's area of operation.

2. Professional organizations (May be library or other job-related associations)

Points awarded for:

Officer of international/national/regional organization (e.g., ACRL, ALAO, etc.)	1-3 points
International/national committee membership	2.0 points
Multistate committee service	1.5 points
State committee membership	1.0 point
Region of the state committee service	1.0 point
Local committee membership	1.0 point
Chair or officer of a committee (of 2-6 above)	1.0 point
Chair/officer of ALA division discussion group	1.0 point
Chair/officer of ALA round table	1.0 point
Attendance at annual, or semi-annual conference (maximum no. points/year for attendance is ONE)	1.0 point

Points not awarded for:

Attendance at committee meetings at annual or semi-annual conferences
 Ex-officio membership (see above)
 Membership in honor societies, alumni associations, AAUP, etc.

V. Consultantships

Credit to be awarded on a case-by-case basis. Provide information on name of organization, capacity of service, length of service, degree of responsibility, etc.

Points awarded for:

Degree of involvement	1-2 points
-----------------------	------------

VI. Honors, awards**Points awarded for:**

Awards	1-3 points
Distinguished professorship	3.0 points

Points not awarded for:

Thank you's or certificates of appreciation
 Friends of BGSU Libraries/Center for Archival Collections awards
 Dean's Contingency Fund awards (please *do* report on vitae)

F. Procedural Steps and Sequence

The following calendar will apply unless University Administrators announce an early deadline. In these cases, a revised calendar will be issued by the Chair of the Merit Committee.

1. By March 1, the Assistant to the Dean provides a list of faculty members who will be eligible for merit consideration to the Chair of the Merit Committee.
2. By March 15, the Chair of the Merit Committee sends out a call for Merit Forms to all eligible faculty members.
3. The Dean shall convene a meeting of supervisors who evaluate faculty to discuss value points and supervisor ratings in the merit process by March 31.
4. Faculty wishing to be considered for merit funds must return a completed Merit Form to the chair by May 1. Eligible faculty not wishing to be considered for merit funds shall state so in writing to the Dean with a copy to the Chair of the Merit Committee by May 1. Under extraordinary circumstances, and extension can be requested from the Chair of the Merit Committee.

5. The Chair of the Merit Committee shall request prior years' Merit Forms from the Dean's Office by May 1.
6. Supervisors determine the number of value points to be awarded to each faculty member under their supervision and forward this information to the Chair of the Merit Committee by May 1.
7. The Merit Commit convenes and assigns activity points for each Merit Form during the first week of May.
8. The Chair arrives at a value point award for each faculty member from information provided on the Merit Form. The Chair forwards to the Dean a summary sheet which indicates the value points awarded to each faculty member by supervisors and the Merit Committee by May 15.
9. The Chair returns copies of the Merit Forms, with a total of activity points awarded to individual faculty members by May 15.
10. The Dean awards value points and returns the summary sheet along with her/his value point ratings to the Chair of the Merit Committee by June 1.
11. The Chair calculates merit points and ranks faculty on the basis of the total points awarded. S/he forwards the Committee's final report, in the form of the merit ranking table, to the Dean by June 15.
12. Should a faculty member disagree with the activity points total, s/he may appeal to the Dean for reconsideration by June 15.
13. In advance of the issuance of contracts for the next fiscal year the Dean notifies each faculty member of the three components of the merit award, her/his merit point total, and her/his merit standing in relation to other members of the library faculty regardless of the availability of merit funds. When the amount of merit funds is known, the Dean calculates the dollar amount of each merit award and sends that information to the VPAA.
14. The Dean's Office shall retain all current and prior two year's Merit Forms.

G. Supervisor's Component

S/he shall assign value points according to the following scale:

- | | |
|---|-----|
| • Consistently performs in a superior manner | 4.0 |
| • Performs substantially above expectations | 3.0 |
| • Usually performs above expectations | 2.0 |
| • Performs according to expectations (in a competent and professional manner) | 1.0 |
| • Does not perform at an acceptable, competent, professional level | 0.0 |

Annually, the Dean will call a meeting of all library supervisors evaluating faculty to arrive at common understandings and guidelines for assigning supervisor ratings in the merit process. (See also F.3. above.) In applying the scale of 0-4, ratings of 1.5, 2.5, and 3.5 will be used in addition to the whole numbers.

Any faculty member receiving a rating of zero (0) by her/his supervisor shall not be eligible for merit regardless of performance in other areas.

H. Dean's Component

The Dean shall award value points from 0 to 4, 4 being the high end of the scale. Points may be awarded for service to the Library, University, or wider community; outstanding professional achievement or recognition; or in recognition of other relevant activity not included elsewhere. (See also L below for clarification.)

I. Merit Committee Component

Activity points are awarded only for professionally oriented activities which are not included in the basic responsibilities of the position. All records and forms used by the Committee are forwarded to the Assistant to the Dean for retention as soon as the work of the Committee is completed. A copy of the Merit Form is returned to each faculty member along with indications for which activities points were awarded.

The Committee chair is responsible for record keeping and is the only one who is involved in the preparation of value and merit point totals, averages, and final results.

In assigning activity points, no fewer than three (3) members of the Committee shall examine each Merit Form and arrive at a total number of activity points for each faculty member. No member shall consider her/his own Merit Form. The three activity point totals will be added together and averaged by the Chair. These averages are then arranged in rank order, high to low, divided into quintiles, and assigned value points as follows:

• First quintile	4 value points
• Second quintile	3 value points
• Third quintile	2 value points
• Fourth quintile	1 value point
• Fifth quintile	0 value points

J. Calculation of Merit Points

Merit points are determined by weighting the value points provided by supervisors, the Merit Committee, and the Dean. This is accomplished by using the formula $.4x + .4y + .2z = \text{Merit points}$, with the supervisors' ratings and the Merit Committee's ratings being weighted equally in the formula.

	value pts.	weight	merit pts.
Supervisor component (x)	_____	x .4	_____
Merit Committee component (y)	_____	x .4	_____
Dean's component (z)	_____	x .2	_____
INDIVIDUAL'S TOTAL MERIT POINTS			_____

K. Ranking and Distribution of Merit Funds

Individuals are ranked in descending order by the total number of merit points earned.

1. The number of merit points all individuals earn are added together to get a merit point total.
2. The merit funds available each year are divided by the total merit points in order to get a dollar value per merit point.
3. Each individual's merit point score shall be multiplied by the dollar value per merit point to get the individual's merit award.

Total merit funds ÷ total merit points = money per point

Money per point (x) individual's merit points = individual's merit award

L. Dean's Component Criteria

The Dean's component is to be used to recognize activities contributing to national visibility of the Libraries and Bowling Green State University, as well as activities which reflect outstanding job performance that contributes to the profession. The criteria to be utilized by the Dean in assigning the Dean's component are:

1. Holding office in a national or international professional or scholarly organization
2. Research, scholarship, or original thought made available through publication in refereed journals, book publication, or other forms of publication, such as publication by invitation in influential periodicals in the field

3. Recipient of a national grant or fellowship or similar award
4. Service as an editor or a member of an editorial board of a national or international professional or scholarly journal
5. Recipient of a national or international award recognizing outstanding contributions
6. Designing a new application of technology or library user education or similar activity which has a significant impact on library practice. This activity would also lead to increased visibility of the Libraries and librarian and consequently of Bowling Green State University
7. Other

Contract Staff Merit Pay at Bowling Green State University

ROUGH DRAFT

1/17/1997

This is a position paper concerning merit pay at Bowling Green State University.

We believe all three constituent groups (classified, contract, and faculty) should be treated equitably. In the spirit of building community, across the board increases and merit increases ought to be applied evenly to all constituent groups. We recommend that if an individual achieves satisfactory evaluation, a minimum percent of merit be guaranteed.

We request this merit plan be implemented for fiscal year 1997-1998. The setting of goals for 1997-1998 should be completed before June 30, 1997. ALL employees and supervisors will attend training in the process of employee evaluation and merit determination so that everyone understands the process and the purpose.

The power to amend the form which assesses merit pay resides solely in ASC. Changes may be made on an annual basis, in accordance with restrictions stated below.

A) Definition

Merit pay is determined by the job performance of an employee, as assessed by the Performance Appraisal Form currently being developed. Performing one's job at a satisfactory level and in a competent manner is the prerequisite for merit pay. Area-specific changes must be approved by

- a) Administrative Staff Council; and
- b) Human Resources.

Merit pay is money added to the base salary of an eligible employee.

*Welfare of the employee
encouraging*

B) Process

Guidelines for merit pay

TIME DEADLINES

1. Performance appraisal forms must be completed by May 15 of the prior contract year
2. Merit pay recommendations must be known at the completion of the evaluation process. (May 31)
3. Merit pay criteria must be known prior to start of the next contract year.

3.5 Failure to meet any of items 1-3 defaults to the employee being awarded AT LEAST the average increase given to all contract staff. For the raise of 7/1996, this would have meant that the default pay increase was 3%.

JUSTIFICATION:

For merit pay to increase productivity, it must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed BEFORE the contract year. This translates to a completion deadline of June 30 of the prior contract year.

To ensure that employees can contest unfair merit pay assessments, a timely disclosure of the AMOUNT of the merit pay recommendation is necessary.

General comments

4. A supervisor will meet with an employee at mid-year for a dialogue on progress toward annual goals. The supervisor will document at that time an employee's performance which is falling below a satisfactory level.
5. Until a performance appraisal form is in use and its effectiveness has been measured, the merit pay portion of new raises should not exceed 40%.

JUSTIFICATION for (5)

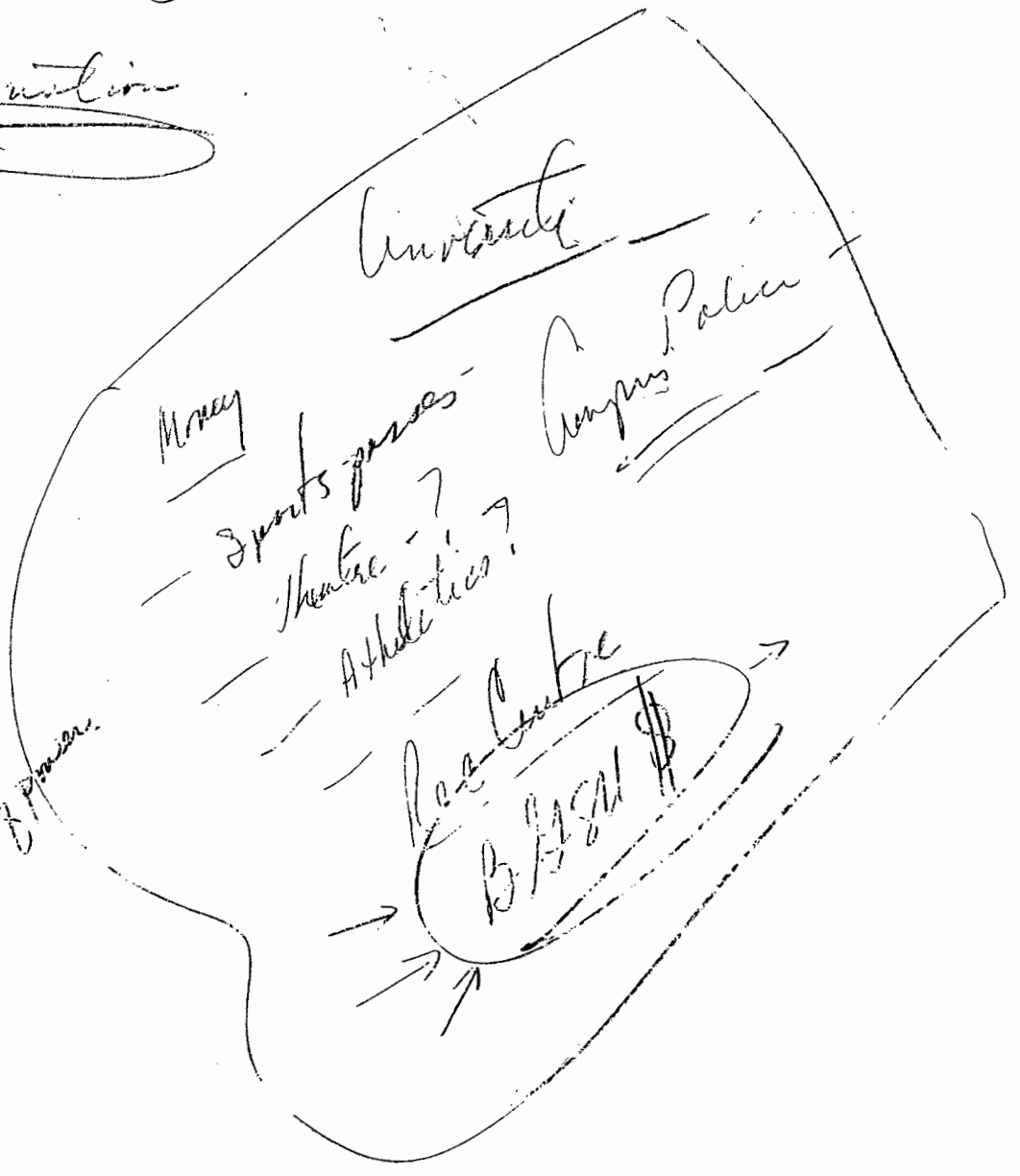
Without working documents for merit pay assessment, the handbook definitions are still in effect.

6. No supervisor will be eligible to receive merit unless all evaluations and merit pay recommendations for their staff have been completed on time.
7. Human Resources will review all annual performance evaluations and merit pay recommendations to ensure integrity.

- Too much power in one person > supervisors/supervising
- Appeal process (final) → →
- Collective Bargaining

Internal promotion

Recruitment
cost not 2/10
discontinuity
for supervision
contaminating process
~~Recruitment~~
~~Supervision~~



C) Content

The source for merit pay assessment will be the second part of the performance evaluation form being constructed by the Administrative Performance Appraisal committee.

A rough draft of this form follows (12/16/1996)

Area	Rating	x	Weight	=	Score	SUPERVISORY MANAGEMENT					
Area1	_____	x	_____	=	_____	Area	Rating	x	Weight	=	Score
Area2	_____	x	_____	=	_____	Area9	_____	x	_____	=	_____
Area3	_____	x	_____	=	_____	Area10	_____	x	_____	=	_____
Area4	_____	x	_____	=	_____	Area11	_____	x	_____	=	_____
Area5	_____	x	_____	=	_____	Area12	_____	x	_____	=	_____
Area6	_____	x	_____	=	_____	Sum	A2	_____	B2	_____	
Area7	_____	x	_____	=	_____						
Area8	_____	x	_____	=	_____						
Sum			A1	_____	B1	_____					

Overall Performance = (Sum B1 + B2) / (Sum A1 + A2) = _____

The weighting factors of this form are intended to enhance institution goals. It is the responsibility of the supervisor, communicating with the employee, to specify the weighting factors in this form, before May 31. And it is the responsibility of the employee to contest weighting factors that are detrimental to the institution.

Appeals of weighting factors should be made to the supervisor's manager. Unsuccessful appeals needing further clarification should first obtain a recommendation from the Salary Committee of ASC and then be carried forward to Human Resources, whose decision is final.

Constitution

Check - 2/6/97

Budget Planning -

Align, review structure to goals & mission
 Review current time process.

Ma:cher

Expenditure -

Transparent, Simple $\frac{200 \text{ mil}}{400 \text{ mil}} \rightarrow$

Income \rightarrow

Expense - ongoing, (unplanned)
 - initiative (over next 5 yrs)

New Model -

Learning Community.

Merit - Pay - Perf - Seniority / Qualifications

Too small also wage increases
 3% not enough -

Miami?

System

FAC
 10-12
 Individuals
 10-15

TOLEDO STATE TEST

Regulation
 External monitoring being the standard

Competing, incentives -
 Support -

• **PERFORMANCE OBJECTIVES**

Are the specific steps identified in the **Performance Goals, Objectives and Appraisal** (Form #2) for the appraisal year that the employee will take to reach identified goals?

**PERFORMANCE INDICATORS AND
PERFORMANCE INDICATOR CODES (PI CODES)**

Employee performance related to the achievement of goals in all Performance Factors is rated by the following Performance Indicators and noted on the **Performance Appraisal** section by the corresponding Performance Indicator Codes (PI CODE):

PERFORMANCE INDICATORS

CODE (PI CODE)

- **Superior Performance**
Rating assigned when the employee's performance is exemplary in a specific Performance Factor. Additional education/training has been sought by the employee on a regular basis. The employee continually seeks additional responsibilities. Superior performance indicates a level of expertise warranting exceptional merit.
- **Exceeds expected achievement**
Rating assigned when the employee's performance exceeds expected standards in a specific Performance Factor. The employee has utilized additional education or expertise and sought additional responsibility, *exceeding minimum standards* set for success.
- **At expected achievement**
Rating assigned when the employee's performance meets expected achievement in a specific Performance Factor. The employee is professional and *on target with stated responsibilities*. Education and expertise is equal to position.
- **Needs improvement**
Rating assigned when the employee's performance is below expected achievement in a specific Performance Factor. *Additional training, counseling or course work may be necessary* to improve performance in this area. Comments with this rating should include specific activities the employee and supervisor will undertake to improve performance.
- **Intervention necessary**
Rating assigned when the employee's performance is unacceptable in a specific Performance Factor and additional intervention is required. Discussions between the employee and supervisor and a written plan for improvement have occurred prior to the assignment of an "I" Performance Indicator rating. With the assignment of an "I" rating an appointment has been held or will be scheduled with Personnel Services, the employee and the supervisor must determine appropriate or additional intervention.

S

E

A

N

I

5

4.5

4

3.5

3

2.5

2

1.5

1

100%

Salaries .

return .



Email.

Overall Performance Dimension Weighting

Instructions: Using the scale below, assign an importance weight to each of the relevant performance areas. Multiply each rating by the appropriate weight to obtain an area score. Sum all area scores and divide by the sum of the weights to obtain a total performance score. Circle the number that corresponds to this score below, rounding up if necessary.

1 = Important 2 = Above Average in Importance 3 = Extremely Important

Area	Rating	x	Weight	=	Score
Area 1:	_____	x	_____	=	_____
Area 2:	_____	x	_____	=	_____
Area 3:	_____	x	_____	=	_____
Area 4:	_____	x	_____	=	_____
Area 5:	_____	x	_____	=	_____
Area 6:	_____	x	_____	=	_____
Area 7:	_____	x	_____	=	_____
Area 8:	_____	x	_____	=	_____
Sum	A1		B1		_____

SUPERVISORY/MANAGEMENT

Area	Rating	x	Weight	=	Score
Area 9:	_____	x	_____	=	_____
Area 10:	_____	x	_____	=	_____
Area 11:	_____	x	_____	=	_____
Area 12:	_____	x	_____	=	_____
Sum	A2		B2		_____

Overall Performance = $\frac{\text{Sum B1} \div \text{B2}}{\text{Sum A1} \div \text{A2}} = \underline{\hspace{2cm}}$

*Meets
Expectations*

Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails to Meet Expectations
5	4	3	2	1

Additional comments by supervisor:

Supervisor Signature: _____ Date: _____

Additional comments by employee:

Employee Signature: _____ Date: _____

Signature indicates review of evaluation has taken place, not agreement or disagreement with contents.

Job Performance -
Based on Job Duties

Assigned by evaluating
Supervisor

100%
80% Job performance
20% Dean's/VP assignment
EC% merit

+ 20% Dean's
Percent

100% = merit.

Value added to the
University community

Superv.

VP/Dean adds.

3
3.5
4
4.5
5
20%

.5
.1
20%

ADMINISTRATIVE STAFF

BGSU Performance Appraisal

The University has established the following guidelines to assist you with assessing performance. A performance appraisal process for Administrative Staff should:

- clearly define job expectations; *who sets? upon what are*
- improve communication between employee and supervisor; *base on performance*
- align employee goals with the overall goals of the University, college or department; *Supervisor's goal*
- link performance with rewards such as compensation increases, promotions, recognition, assignments, professional development opportunities and career advances;
- be consistent across University departments and areas;
- identify employee training and professional development needs;
- establish clear-cut intervention strategies when performance does not meet identified job requirements.

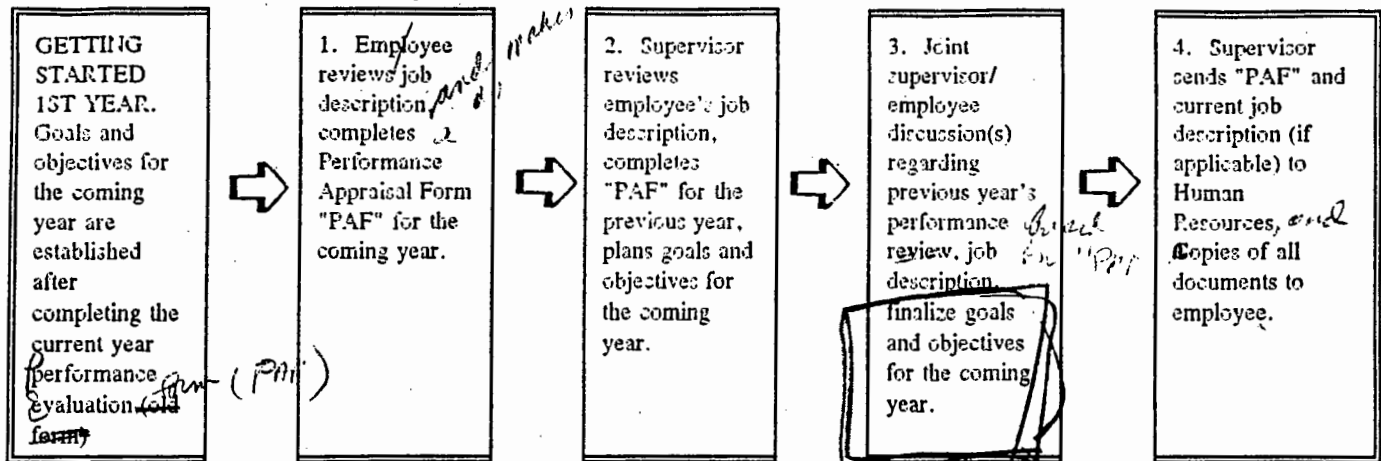
The performance appraisal process is to help facilitate the growth and development of individuals, and in so doing, provide for the growth and development of the organization.

Mandatory training will be provided by the Office of Human Resources in the performance appraisal process to all Administrative staff and their supervisors (including Faculty who supervise Administrative staff).

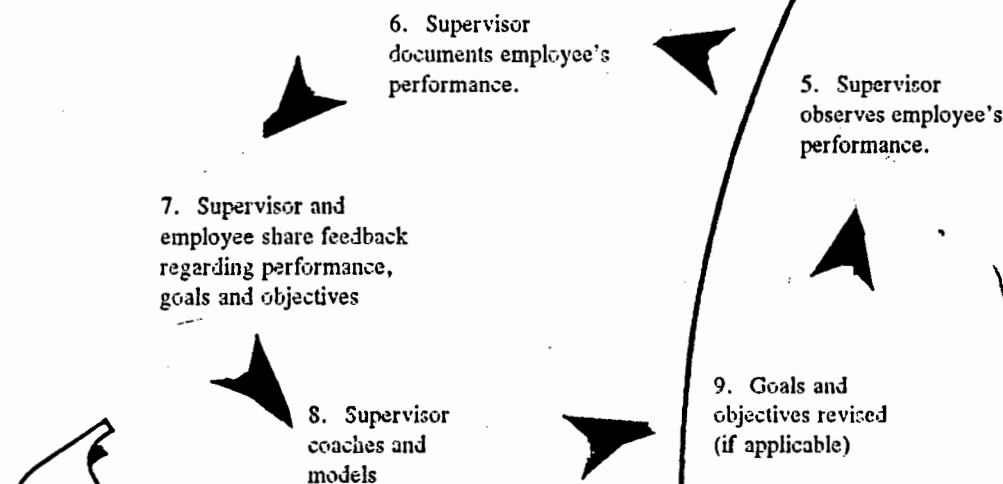
PERFORMANCE APPRAISAL PROCESS

94

FIRST YEAR



SUBSEQUENT YEARS



AT END OF NEXT YEAR

The Performance Appraisal Process cycle continues with Step #1

BOWLING GREEN STATE UNIVERSITY

ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL FORM

Employee:	Title:	Evaluation Period:
	Form Completed By:	Date Form Completed:

GENERAL INSTRUCTIONS

The purpose of this appraisal is to evaluate employee performance

- Step 1 - **Identify preliminary goals for discussion.** Prior to meeting, employee and supervisor should give consideration to what major goals/initiatives/achievements were accomplished and be prepared to discuss these.
- Step 2 - **Complete the employee information block at the top of this page.**
- Step 3 - **Record your performance observations as well as performance information.** Consideration should be given to employee's major strengths/weaknesses.
- Step 4 - **Complete ratings on dimensions. Rate performance on the five point scale by circling appropriate number. Circle "not applicable" option if dimension is not part of employee's job.** Consideration should be given to employee's strengths/weaknesses.
- Step 5 - **Conduct performance appraisal interview.** Consideration might be given to changes needed in the employee's job description. Remember: goals and objectives define success in the job and must be flexible in response to changes throughout the year, but any changes should be made with the full participation of both employee and supervisor. Keep the goals SMART -- Specific, Measurable, Attainable, Relevant and Timely. Clearly state how the goals will be measured. Focus on measurable performance such as "deliver, develop, produce, increase, or improve." Goals must also have a time frame.
- Step 6 - **Provide additional relevant comments, modify ratings as needed, sign, and date completed form.** Consideration might be given to types of training or additional skills that would be desirable in order to fulfill the duties of this position; internal and external professional activities performed in the community; mentoring of students; BGSU committee work; personal goals, etc.
- Step 7 - **Allow employee an opportunity to provide comments and have employee sign and date form.** Comments here might include how supervisor could better aid employee in effectively performing of the job duties, what the employee needs in terms of feedback and timely communication with supervisor, concerns about safety, confidentiality, objectivity, etc.
- Step 8 - **Return original completed form and current job description to Human Resources and provide employee with a copy of the completed form.**

General

How broad can you get!

Area 1 - Commitment to BGSU Mission, Goals, Policies & Regulations: Promotes and works toward achievement of university-related goals within the framework of university policies and procedures (e.g., maintains regular and reliable attendance, enforcement and compliance with safety and health policies/procedures; promotes equity and diversity in the work place).	Far Exceeds Expectations 5	Exceeds Expectations 3	Meets Expectations 3	Sometimes Meets Expectations 4	Fails To Meet Expectations 5	NA
<i>college/univ?</i>	<u>Observations:</u>					
<u>Goals for next rating period</u>						

Area 2 - Core Professional/Technical Knowledge & Skills: Understands and applies job-related knowledge and skills, policies and procedures, and technical expertise to fulfill responsibilities of the position (e.g., comprehends and applies concepts, policies and procedures and technical skills; adapts to changes in job, methods, or surroundings; originates or improves work methods).	Far Exceeds Expectations 5	Exceeds Expectations 4	Meets Expectations 3	Sometimes Meets Expectations 2	Fails To Meet Expectations 1	NA
	<u>Observations:</u>					
<u>Goals for next rating period</u>						

Area 3 - Professional Development: Maintains and updates professional knowledge and skills necessary for success in current position (e.g., participates in individual/staff training and development activities provided by unit, division, or university; attends off-campus development and educational activities contingent upon support in terms of financial resources and release time by supervisor.)	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

Area 4 - Written & Oral Communication Skills: Communicates effectively with supervisor, coworkers, and others (e.g., shares information, communicates job-related information, prepares written documentation and administrative procedures, facilitates and participates in meetings, prepares and delivers oral presentations).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

Area 5 - Resource Use & Management: Use appropriate resources to increase effectiveness of unit/area and BGSU (e.g., monitors financial status of unit/area, schedules employees, prepares and interprets statistics, develops and manages budget).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u> 						
<u>Goals for next rating period</u> 						

Area 6 - Service & Quality Orientation: Provides effective customer service and sets and monitors quality standards for service delivery by self and unit/area (e.g., delivers quality services in friendly and professional manner, ensures that work products such as completed forms, records, and answers to questions have no errors; modifies old and develops new programs to improve customer service or program quality.)	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u> 						
<u>Goals for next rating period</u> 						

<u>Area 7 - Interpersonal Relations at Work:</u> Develops and maintains effective working relationships with supervisors, staff coworkers, and others (e.g., deals effectively with interpersonal problems at work, consults with colleagues, demonstrates loyalty, collaborates with colleagues and is able to maintain professional confidentiality).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

<u>Area 8 - Internal/External Relations & Service:</u> Presents a positive impression of self and university while participating in university and non-university service activities (e.g., delivers presentations and lectures to the community, networks with off-campus community leaders, participates on university and non-university committees).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

<u>Area 11 - Supervision/Team Building:</u> Provides direction and support to individuals and teams to improve their work effectiveness (e.g., assign tasks and responsibilities to staff/teams; ensures and monitors adequacy of resources necessary for staff/teams to accomplish their jobs; develop an atmosphere of teamwork and cooperation).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u>						
<u>Goals for next rating period</u>						

<u>Area 12 - Leadership & Vision:</u> Develop and implement new programs and policies in area/unit to enhance work effectiveness, customer service, and staff morale and motivation (e.g., proposes or champions new initiatives or directions to improve area/unit and university; generates employee support, enthusiasm, and trust; effectively represents area/unit on campus and in the community).	Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails To Meet Expectations	NA
	5	4	3	2	1	
<u>Observations:</u> 						
<u>Goals for next rating period</u> 						

Overall Performance Dimension Weighting

102

Instructions: Using the scale below, assign an importance weight to each of the relevant performance areas. Multiply each rating by the appropriate weight to obtain an area score. Sum all area scores and divide by the sum of the weights to obtain a total performance score. Circle the number that corresponds to this score below, rounding up if necessary.

1 = Important 2 = Above Average in Importance 3 = Extremely Important

Area	Rating	x	Weight	=	Score
Area 1:	_____	x	_____	=	_____
Area 2:	_____	x	_____	=	_____
Area 3:	_____	x	_____	=	_____
Area 4:	_____	x	_____	=	_____
Area 5:	_____	x	_____	=	_____
Area 6:	_____	x	_____	=	_____
Area 7:	_____	x	_____	=	_____
Area 8:	_____	x	_____	=	_____
Sum			A1 _____		B1 _____

SUPERVISORY/MANAGEMENT

Area	Rating	x	Weight	=	Score
Area 9:	_____	x	_____	=	_____
Area 10:	_____	x	_____	=	_____
Area 11:	_____	x	_____	=	_____
Area 12:	_____	x	_____	=	_____
Sum			A2 _____		B2 _____

Overall Performance = $\frac{\text{Sum B1} + \text{B2}}{\text{Sum A1} + \text{A2}}$ = _____

Far Exceeds Expectations	Exceeds Expectations	Meets Expectations	Sometimes Meets Expectations	Fails to Meet Expectations
5	4.5	4	3.5	3
		2.5	2	1.5
				1

Additional comments by supervisor:

Supervisor Signature:

Date:

Additional comments by employee:

Employee Signature:

Date:

Signature indicates review of evaluation has taken place, not agreement or disagreement with contents.

New phrases are in uppercase. Words to be omitted are enclosed in double square brackets ([[]]). Some changes reflect new wording chosen for the Faculty document. Where possible, the administration would like us to keep phrasing the same.

4/14/1997

**Principles and Recommendations for a
Performance-Based Merit System
for Administrative Staff at Bowling Green State University**

The Administrative Staff Council believes that a number of important principles must form the foundation for an effective performance appraisal process and for the equitable distribution of salary increment awards. The Council endorses the concept of a performance-based merit system for awarding employee salary increases provided such a system is fair, equitable, and firmly GROUNDED [[founded]] on these principles. By "merit", the Council means a salary increment that is allotted for performance of duties that meets or exceeds unit expectations. The rationale for this definition is provided by the following principles of an effective merit system.

1. An effective merit system should promote employee recruitment and retention, [[should]] adequately reward conscientious performance of normal duties and responsibilities, and [[should]] provide incentives that encourage distinguished, innovative and creative achievements to meet unusual challenges and opportunities when they arise.

2. A salary system should be designed to promote internal salary equity (based upon the Administrative Staff Compensation Plan) as well as external salary equity (based upon salary comparisons among individuals in similar positions from similar universities, colleges or departments).

3. A performance-based merit system may include a component of peer-review when appropriate. Appropriateness will be determined jointly by the supervisor and staff member.

4. A performance-based merit system should engender the type, quantity, and quality of performance that contributes to the achievement of institutional and unit missions and goals. The reward system also needs to recognize that there are often multiple paths that may be taken in support of missions and goals.

5. A merit system needs to establish a clear connection between employee performance and reward. A department or unit must clearly identify the normal expectations and performance standards that are expected of all staff. Through this process, indicators must be identified for performances that fall below standard expectations for merit as well as those types of achievements that surpass the unit's standard expectations.

6. The performance appraisal process should provide employees with constructive comments that enable them to develop professionally and to make improvements in performance.

7. The merit system must avoid trivializing the system by spreading merit too thinly and thus minimizing the impact of any incentive awards given.

8. Even the best annual review systems may produce salary inequities or may fail to appropriately reward contributions or performances that occur over longer periods of time. Thus, an annual merit review system needs to be supplemented by periodic FIVE-year comprehensive reviews on a rotating schedule.

9. A performance-based MERIT OR salary reward system should foster cooperation among staff, should reward groups and teams as well as individuals for collaborative work performances, and should generate wide support and general satisfaction on the University campus.

10. Both the performance based merit system and the performance appraisal process will be reviewed annually by ASC.

Provided these ten principles are followed, the Administrative Staff Council recommends that Bowling Green State University adopt a performance-based merit reward system. The Council believes it is better to improve the existing system than to abandon it completely. What follows are the specific recommendations for an employee performance-based merit system which is specific to Administrative Staff members.

Recommendations

1. EACH YEAR THE UNIVERSITY SHOULD FIRST REVIEW AND ADDRESS THOSE EMPLOYEES WHOSE SALARIES ARE LESS THAN THE MIDPOINT OF THEIR SALARY GRADE, TO IDENTIFY AND RECTIFY POTENTIAL SALARY INEQUITIES. Funds should be made available on a regular, on-going basis to support raises for promotions, salary equity adjustments, market adjustments and salary adjustments deemed appropriate following comprehensive reviews of employee performance and salary. These funds should support the administration's commitment to move staff into the appropriate quartile of their salary range. These funds should not be considered a part of the annual merit pool.

2. Meritorious performance should be rewarded:

(old version of 2a)

[[a. Upon the completion of three years of meritorious assessments, an employee's salary shall be increased to the next quartile of their assigned grade in the Administrative Staff Compensation Plan.]]

a. UPON THE COMPLETION OF FIVE YEARS OF MERITORIOUS ASSESSMENTS, AN EMPLOYEE'S SALARY SHALL BE INCREASED BY 3% MORE THAN THEIR PROPOSED MERIT INCREASE.

(Clause 2b added to enable keeping some version of salary grade movement in the document.)

b. Upon the completion of seven years of meritorious assessments in the same salary grade, any employee whose salary is below the midpoint of their assigned grade in the Administrative Salary Compensation Plan, will have their salary increased at least to the midpoint.

c. After FIVE ~~[[three]]~~ consecutive years of meritorious assessments, the employee shall be granted AN ANNUALLY renewable FIVE ~~[[three]]~~ year contract with provisions for annual salary increases.

3. To increase productivity, a merit system must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed BEFORE the new contract year, i.e. before June 30 of the prior contract year. To ensure that employees can contest unfair merit pay assessments, a timely disclosure of the AMOUNT of the merit pay recommendation is necessary. Continual dialogue between the supervisor and the employee about progress towards goals is essential.

TIME DEADLINES

a. Performance appraisal forms must be completed by May 15 of the prior contract year

b. Merit pay recommendations must be known at the completion of the evaluation process. (May 31)

c. Merit pay criteria must be known prior to start of the next contract year.

Failure to meet any of items a-c defaults to the employee being awarded AT LEAST the average increase given to all contract staff. For e.g. in 1996, the default pay increase was 3%.

d. A supervisor will meet with employees between November 15 and January 15 for a dialogue on progress toward their annual goals. The supervisor will document at that time an employee's performance which is falling below a satisfactory level. The supervisor will be expected to continue to engage in ongoing dialogue with the employee to improve employee performance.

4. A supervisor's merit pay is contingent upon completing performance evaluations and merit pay recommendations for their staff on time.

5. Human Resources will review all annual performance evaluations and merit pay recommendations to ensure consistency and integrity. Issues concerning the process will be communicated to ASC - PWC on an annual basis.

6. The annual merit allocation should be based upon the meritorious accomplishments over the most recent three-year period on a rolling basis, i.e., each year new information is added to the file for the most recent year and INFORMATION FOR the oldest year is eliminated from the file. This will help TO reduce inequities that can result from differences in the merit funds available each year AND FROM FLUCTUATIONS IN PERFORMANCE THAT MAY OCCUR FROM YEAR TO YEAR.

(old version of (7))

[[7. All employees will be evaluated in their annual performance reviews as "meritorious" or "non-meritorious". Merit eligibility is determined by the job performance of an employee, as assessed by the Administrative Staff Performance Appraisal Form. Performing one's job at a satisfactory level and in a competent manner is the basis for merit pay.]]

7. All employees will be evaluated in their annual performance reviews TO DETERMINE THEIR ELIGIBILITY FOR MERIT. Merit eligibility is determined by the job performance of an employee, as assessed by the Administrative Staff Performance Appraisal Form. Performing one's job at a satisfactory level and in a competent manner is the basis for merit pay. GIVEN THAT AN EMPLOYEE WILL QUALIFY FOR A MERIT INCREASE BY MEETING, AS WELL AS EXCEEDING, UNIT STANDARDS, IT IS EXPECTED THAT VERY FEW EMPLOYEES WILL FAIL TO QUALIFY FOR MERIT.

8. Any employee who DOES NOT QUALIFY FOR MERIT IN THEIR annual performance review SHOULD NOT RECEIVE a SALARY increase. A professional development FUND equal to the UNIFORM PERCENTAGE raise that would have been allocated to the individual, should be made available to the department or academic unit for employee development,

with priority given to assisting employees who have failed to qualify for a merit increment.

9. FOR RECOMMENDATIONS (9A) and (9B) BELOW, THE THRESHOLD SHALL BE THE GREATER OF 3% OR COST OF LIVING ADJUSTMENT (COLA).

a. If the TOTAL merit pool in a given year is THE THRESHOLD or less, ALL ADMINISTRATIVE STAFF employees WHO QUALIFY FOR MERIT BY MEETING OR EXCEEDING DEPARTMENT/UNIT EXPECTATIONS IN THEIR ANNUAL PERFORMANCE REVIEWS will receive the same percentage increase in salary.

b. If the merit pool in a given year is more than THE THRESHOLD, the amount over THE THRESHOLD will be allocated to departments and academic units for recognition of merit-eligible employees whose level of performance exceeds departmental expectations as defined by its merit policies.

April 29, 1997

MEMORANDUM

To: Judy Donald, Chair, Performance Appraisal Committee
 From: Kent Strickland
 Subject: Performance Appraisal Process

Call Judy to let her know

*in my letter to P.A. I explained
 the situation
 recommended*

First of all, I want to commend the committee on a great job. I understand that the process has been difficult, trying to strengthen a weak appraisal process while having to be considerate of areas where none existed.

When the draft form was sent to all ASC staff on December 16, 1996, I was delighted with the result and sent e-mail to my ASC representative to that effect. When I attended the Performance Appraisal Training session yesterday, I was surprised and disappointed to discover that the rating sections of each performance area were removed, along with the area weighting section at the end of the form. I then did some research to find out what went "wrong", and was informed of ASC's reaction to this process several months ago.

I will continue to work through my ASC representative but wanted your committee to understand my concerns in case future work will be done to enhance the process.

As a manager, I know that most of my job is the tactical day-to-day work, not the periodic evaluation process. Yet, I consider the evaluation process strategic - it helps me step back with my staff, look around, see if we're heading in a meaningful direction, and adjust course as necessary. It is a crucial tool when combined with effective management training. As an employee, I perform best when I can narrow my focus, and I believed the new process would help me come to an effective, documented agreement with my supervisor on just where to channel my energies. This helps establish the management accountability that many Administrative staff desire. The numbers ensure that the process is more rigorous, not necessarily comfortable.

In its present form the Performance Appraisal process would be relatively ineffective in assisting with the distribution of merit pay, and in helping EGSU steer itself in new directions. I believe in the theory that if you measure something, you can improve it. *The current process is like a yardstick with no graduated markings - it's just a stick.* I would like to see the form restored to the December 16, 1996 version mailed to all Administrative Staff.

Thanks for all your hard work!

5/1/1997

**Principles and Recommendations for a
Performance-Based Merit System
for Administrative Staff at Bowling Green State University**

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1. An effective merit system should promote employee recruitment and retention, adequately reward conscientious performance of normal duties and responsibilities, and provide incentives that encourage distinguished, innovative and creative achievements to meet unusual challenges and opportunities when they arise.

2. A salary system should be designed to promote internal salary equity (based upon the Administrative Staff Compensation Plan) as well as external salary equity (based upon salary comparisons among individuals in similar positions from similar universities, colleges or departments). THE INSTITUTION SHOULD MONITOR AND ENSURE THAT EMPLOYEE SALARIES CONTINUE TO BE COMMENSURATE WITH INDIVIDUAL EMPLOYEE'S SKILLS, ABILITIES, AND EXPERIENCE.

3. A performance-based merit system may include a component of peer-review when appropriate. Appropriateness will be determined jointly by the supervisor and staff member.

4. A performance-based merit system should engender the type, quantity, and quality of performance that contributes to the achievement of institutional and unit missions and goals. The reward system also needs to

recognize that there are often multiple paths that may be taken in support of missions and goals.

5. A merit system needs to establish a clear connection between employee performance and reward; MERITORIOUS PERFORMANCE SHOULD BE REWARDED IN TANGIBLE WAYS THROUGH: SIGNIFICANT PROGRESSION WITHIN A SALARY RANGE, RENEWING MULTIPLE-YEAR CONTRACTS, AND/OR PROMOTION AND MOVEMENT TO A NEW SALARY RANGE WHEN DEEMED APPROPRIATE. A department or unit must clearly identify the normal expectations and performance standards that are expected of all staff. Through this process, indicators must be identified for performances that fall below standard expectations for merit as well as those types of achievements that surpass the unit's standard expectations.

6. The performance appraisal process should provide employees with constructive comments that enable them to develop professionally and to make improvements in performance.

7. The merit system must avoid trivializing the system by spreading merit too thinly and thus minimizing the impact of any incentive awards given.

8. Even the best annual review systems may produce salary inequities or may fail to appropriately reward contributions or performances that occur over longer periods of time. Thus, an annual merit review system needs to be supplemented by periodic five-year comprehensive reviews on a rotating schedule.

9. A performance-based merit or salary reward system should foster cooperation among staff, should reward groups and teams as well as individuals for collaborative work performances, and should generate wide support and general satisfaction on the University campus.

10. Both the performance based merit system and the performance appraisal process will be reviewed annually by ASC.

Provided these ten principles are followed, the Administrative Staff Council recommends that Bowling Green State University adopt a performance-based merit reward system. The Council believes it is better to improve the existing system than to abandon it completely. What follows are the specific recommendations for an employee performance-based merit system which is specific to Administrative Staff members.

Recommendations

1. Each year the University should IDENTIFY, REVIEW AND ADDRESS EMPLOYEE SALARIES WHICH MAY BE INEQUITABLE, SUCH AS THE SALARIES OF THOSE INDIVIDUALS WHO ARE BELOW THE MIDPOINT OF THEIR SALARY GRADE. Funds should be made available on a regular, on-going basis TO CORRECT SALARY INEQUITIES, make market adjustments and salary adjustments deemed appropriate following comprehensive reviews of employee performance and salary, and to support raises for promotions. These funds should not be considered a part of the annual merit pool.

2. TO ESTABLISH A CLEAR CONNECTION BETWEEN EMPLOYEE PERFORMANCE AND REWARD, MERITORIOUS PERFORMANCE SHOULD BE REWARDED IN TANGIBLE WAYS THROUGH: SIGNIFICANT PROGRESSION WITHIN A SALARY RANGE, RENEWING MULTIPLE-YEAR CONTRACTS, AND/OR PROMOTION AND MOVEMENT TO A NEW SALARY RANGE WHEN DEEMED APPROPRIATE.

a. Upon the completion of five years of meritorious assessments, an employee's salary shall be REVIEWED AND increased TO FURTHER PROGRESSION THROUGH THE DESIGNATED SALARY RANGE. THE AMOUNT AWARDED WILL BE CONTINGENT UPON AVAILABLE INSTITUTIONAL RESOURCES.

b. After five consecutive years of meritorious assessments, the employee shall be granted an annually renewable five year contract with provisions for annual salary increases; THIS FIVE-YEAR CONTRACT WILL BE RENEWED ANNUALLY, SO LONG AS THE EMPLOYEE'S

ANNUAL PERFORMANCE CONTINUES TO BE RATED AS MERITORIOUS.

3. A merit system must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed BEFORE the new contract year, i.e. before June 30 of the prior contract year. To ensure that employees can contest unfair merit assessments, TIMELY DISCLOSURES OF MERIT PERFORMANCE EVALUATIONS ARE necessary. Continual dialogue between the supervisor and the employee about progress towards goals is essential.

TIME DEADLINES

a. Performance appraisal forms must be completed by May 31 of the prior contract year.

b. MERITORIOUS ASSESSMENT must be known at the completion of the evaluation process. (May 31)

c. Merit criteria must be known prior to start of the next contract year.

Failure to meet any of items a-c defaults to the employee being awarded AT LEAST the average increase given to all contract staff. For e.g. in 1996, the default pay increase was 3%.

d. A supervisor will meet with employees between November 15 and January 15 for a dialogue on progress toward their annual goals. The supervisor will document at that time an employee's performance which is falling below a satisfactory level. The supervisor will be expected to continue to engage in ongoing dialogue with the employee to improve employee performance.

4. A supervisor's merit pay is contingent upon completing performance evaluations and merit pay recommendations for their staff on time.

5. Human Resources will review all annual performance evaluations and merit pay recommendations to ensure consistency and integrity. Issues concerning the process will be communicated to ASC - PWC on an annual basis.

6. The annual merit allocation should be based upon the meritorious accomplishments over the most recent three-year period on a rolling basis, i.e., each year new information is added to the file for the most recent year and information for the oldest year is eliminated from the file. This will help to reduce inequities that can result from differences in the merit funds available each year and from fluctuations in performance that may occur from year to year.

7. All employees will be evaluated in their annual performance reviews to determine their eligibility for merit. Merit eligibility is determined by the job performance of an employee, as assessed by the Administrative Staff Performance Appraisal Form. Performing one's job at a satisfactory level and in a competent manner is the basis for merit pay. Given that an employee will qualify for a merit increase by meeting, as well as exceeding, unit standards, it is expected that very few employees will fail to qualify for merit.

8. Any employee who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise that would have been allocated to the individual, should be made available to the department or academic unit for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.

9. IF THE TOTAL MERIT POOL FOR SALARY INCREMENTS IN A GIVEN YEAR IS THREE PERCENT (3%) OR LESS, ALL EMPLOYEES WHO QUALIFY FOR MERIT IN THEIR ANNUAL PERFORMANCE REVIEWS WILL RECEIVE THE SAME PERCENTAGE INCREASE IN SALARY.

10. IF THE TOTAL MERIT POOL FOR SALARY INCREMENTS IN A GIVEN YEAR IS MORE THAN THREE PERCENT (3%) BUT LESS THAN FIVE PERCENT (5%), IT WILL BE ALLOCATED ACCORDING TO THE FOLLOWING GUIDELINES:

A. THREE PERCENT (3%) OF THE TOTAL SALARIES OF EMPLOYEES SHALL BE ALLOCATED AS A THREE PERCENT (3%) INCREASE IN SALARY TO ALL EMPLOYEES WHO QUALIFY FOR MERIT BASED ON THEIR ANNUAL PERFORMANCE REVIEWS.

B. THE REMAINING DIFFERENCE BETWEEN THE TOTAL MERIT POOL AND THE THREE PERCENT (3%) OF THE TOTAL SALARIES OF ^{Ordinary Staff} ~~THE CONTINUING FACULTY~~ SHALL BE ALLOCATED TO DEPARTMENTS AND UNITS FOR RECOGNITION OF THOSE EMPLOYEES WHOSE LEVEL OF PERFORMANCE EXCEEDS DEPARTMENT OR UNIT EXPECTATIONS AS DEFINED BY THE MERIT POLICY OF THE DEPARTMENT OR UNIT.

11. IF THE TOTAL MERIT POOL IS FIVE PERCENT (5%) OR MORE, IT WILL BE ALLOCATED ACCORDING TO THE FOLLOWING GUIDELINES:

A. SIXTY PERCENT (60%) SHALL BE ALLOCATED TO DEPARTMENTS/UNITS TO BE USED AS AN EQUAL PERCENTAGE INCREASE IN SALARY TO ALL EMPLOYEES WHO MEET DEPARTMENT/UNIT EXPECTATIONS AND THEREBY QUALIFY FOR MERIT IN THEIR ANNUAL PERFORMANCE REVIEWS.

B. FORTY PERCENT (40%) SHALL BE ALLOCATED TO DEPARTMENTS/UNITS FOR RECOGNITION AND REWARD OF THOSE EMPLOYEES WHOSE LEVEL OF PERFORMANCE EXCEEDS DEPARTMENT/UNIT EXPECTATIONS AS DEFINED BY THE MERIT POLICY OF THE DEPARTMENT/UNIT.

Joe Luthman,6/7/97 9:32 PM,Merit with edits

1

Date: Sat, 7 Jun 1997 22:32:10 -0400 (EDT)

X-Sender: jluthma@mailbox.bgsu.edu

Mime-Version: 1.0

To: ABETTE@bgsu.edu, DEOTCE@bgsu.edu, HAINIA@wbgsu.edu,
 FEFIEJM@bgsu.edu, IELOFFI@CEA.bgsu.edu,
 EODONNE@bgsu.edu,

jmorga3@bgsu.edu, whitmire@bgsu.edu

From: Joe Luthman <jluthma@bgsu.edu>

Subject: Merit with edits

Cc: bstearn@bgsu.edu

Status:

TO: PWC

Here is the merit draft with suggested editing changes by Bev Stearns....

Most of the changes are fairly straightforward.

I will be on vacation from 6/9 thru 6/13, but please call me at 2-7750 or 669-3310 (local call) if you want to talk about any of this.

6/6/1997

Principles and Recommendations for a
 Performance-Based Merit System
 for Administrative Staff at Bowling Green State University

The Administrative Staff Council believes that a number of important principles must form the foundation for an effective performance appraisal process and for the equitable distribution of salary increment awards. The Council endorses the concept of a performance-based merit system for awarding employee salary increases provided such a system is fair, equitable, and firmly grounded on these principles. By "merit", the Council means a salary increment that is allotted for performance of duties that meets or exceeds unit expectations. The following principles underlie an effective performance-based merit system:

1. An effective merit system should promote employee recruitment and retention, adequately reward conscientious performance of normal duties and responsibilities, and provide incentives that encourage distinguished, innovative and creative achievements to meet unusual challenges and opportunities when they arise.

2. A salary system should be designed to promote internal salary equity (based upon the Administrative Staff Compensation Plan) as well as external salary equity (based upon salary comparisons among individuals in similar positions from similar universities, colleges or departments). The institution should monitor and ensure that employee salaries continue to be commensurate with individual employee's skills, abilities, and experience.

3. A performance-based merit system may include a component of peer-review when appropriate. Appropriateness will be determined jointly by the supervisor and staff member.

4. A performance-based merit system should engender the type,

Printed for whitmire@bgsu.edu (Duane Whitmire)

1

quantity, and quality of performance that contributes to the achievement of institutional and unit missions and goals. The reward system also needs to account for a variety of ways that an employee may support these missions and goals.

5. A performance-based merit system needs to establish a clear connection between employee performance and reward. Meritorious performance should be rewarded in tangible ways through significant progression within a salary range or promotion and movement to a new salary range when deemed appropriate. A department or unit must clearly identify the normal expectations and performance standards that are expected of all staff. Through this process, indicators must be identified for performances that fall below standard expectations for merit as well for those types of achievements that surpass the unit's standard expectations.

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8. Even the best annual review systems may produce salary inequities or may fail to appropriately reward contributions or performances spread over longer periods of time. Thus, an annual merit review system needs to be supplemented by periodic five-year comprehensive reviews on a rotating schedule.

9. A performance-based merit or salary reward system should foster cooperation among staff, should reward individuals for collaborative efforts, and should generate wide support and general satisfaction on the University campus.

10. Both the performance-based merit system and the performance appraisal process will be reviewed annually by ASC, which will make recommendations for modification as appropriate.

Provided these ten principles are followed, the Administrative Staff Council recommends that Bowling Green State University adopt a performance-based merit reward system. The Council believes it is better to improve the existing system than to abandon it completely. What follows are the specific recommendations for an employee performance-based merit system which is specific to administrative staff members.

Recommendations

1. Each year, the University should identify, review, and address employee salaries which may be inequitable, such as the salaries of those individuals who are below the midpoint of their salary grade. Funds should be made available on a regular, on-going basis to correct salary inequities, make market adjustments and salary adjustments deemed appropriate following comprehensive reviews of employee performance and salary, and to support raises for promotions. These funds should not be considered part of the annual merit pool.

2. To establish a clear connection between employee performance and reward, meritorious performance should be rewarded in tangible ways through significant progression within a salary range, or promotion and movement to a new salary range when deemed appropriate.

a. Upon the completion of five years of meritorious assessments, an employee's salary shall be reviewed and increased to further progression through the designated salary range. The amount awarded will be contingent upon available institutional resources.

b. After five consecutive years of meritorious assessments, the employee shall be granted an annually renewable, five year contract with provisions for annual salary increases. Annual renewal will be contingent upon continued meritorious performance.

3. A performance-based merit system must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed before the new contract year, i.e. before June 30 of the prior contract year. To ensure that employees can contest unfair merit assessments, timely disclosures of merit performance evaluations are necessary. Continual dialogue between the supervisor and the employee about progress towards goals is essential.

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4. A supervisor's merit evaluation will include an assessment of the completion of performance evaluations and merit pay recommendations for their staff on time. Failure to do so will be deemed performance below expectations.

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differences in the merit funds available each year and from fluctuations in performance that may occur from year to year.

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8. Any employee who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise that would have been allocated to the individual, should be made available to the department or academic unit for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.

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MEMORANDUM

June 12, 1997

TO: Charles Middleton, Ph.D.
Provost and Vice President for Academic Affairs

FROM: *DW*
Duane Whitmire, Ph. D.
Chair of Administrative Staff Council

RE: Principles and Recommendations for a Performance-Based Merit
System for Administrative Staff at Bowling Green State University

As a follow-up to a phone conversation with Norma Stickler, attached please find the Principles and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University which was approved by Administrative Staff Council on June 5, 1997.

If you need any additional information, please feel free to contact me.

pc: D. Boyce, ASC Chair-Elect
J. Donald, ASC Secretary
J. Luthman, ASC-PWC Chair
D. Magrum, President's Office
J. Morgan, ASC Former Chair
N. Stickler, Provost's Office

Principles and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University

The Administrative Staff Council believes that a number of important principles must form the foundation for an effective performance appraisal process and for the equitable distribution of salary increment awards. The Council endorses the concept of a performance-based merit system for awarding employee salary increases provided such a system is fair, equitable, and firmly grounded on these principles. By "merit", the Council means a salary increment that is allotted for performance of duties that meets or exceeds unit expectations. The following principles underlie an effective performance-based merit system:

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Recommendations

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Approved by Administrative Staff Council - June 5, 1997

SS, TL, DW, ME 6/13/97

Fog Car Ctr.

WSOP vs. University needs
runs it

Karen Freeman Dir

Chris Aanya Asst Dir

expensive, but not quality service

Jordan

B.G.W. ~~State~~ Development Ctr.more
receptive

C. Middleton int. in Feb

Red Community PR

(P. within) - Fog Car Safety Board

T. Chibucos

if too expensive - no grace days
no multi-child discount

Sue will lead to find new threat or help the families

take to 1/26 CAC mtg

C & C differently need with

a new Middleton with a copy to Sally - Sue will do it

Ferguson

L. H. H. H.

great party,

#1 help would be to lower
the teacher/student ratioConcrete steps - another survey (follow-up) - Bill Knight ~~Xi~~ - will
contact
Sue Sherman
- means to check with copy to Sally

Suzanne Sopa

Carmen Castro - Rivera

PARENT ISSUES

1. Availability

The center is open 7 am to 5:30 am. These hours do not accommodate faculty who teach at night or students who have evening classes.

2. Cost

Full time rates at this center are the highest in Bowling Green. How can the University attract new faculty, graduate students, or nontraditional students if day care is not affordable. The price comparisons are listed first for the infant class and then for the toddler class. Note BGSU is the only center not offering a multi child discount or grace days to cover sickness or vacation.

CENTER	AGE	COST	DISC.	GRACE DAYS
BGSU	0-12mo	110	0	None
Tender Age	0-18mo	100	20%	5/yr
Kids Are Us	0-18mo	94	10%	15/yr
Cornerstone	0-18mo	90	10%	10/yr
BGSU	12-36mo	102	0	None
Tender Age	18-36mo	90	20%	5/yr
Kids Are Us	18-36mo	83	10%	15/yr
Cornerstone	18-36mo	75	10%	10/yr

BGSU and Tender Age provide lunch while Kids Are Us and Cornerstone do not. All centers provide snacks. Also, BGSU does serve breakfast.

3. Discounts

As mentioned above, there is no multi child discount. Also, there is no subsidizing on enrollment fees.

4. Grace Days

Also, as mentioned above, the center does not allow for any days to go unpaid at either a reduced rate or the full rate. Even if a child does not attend the center for a whole week, full payment is expected.

5. Quality

This center is affiliated with the University and parents expected a higher degree of quality. That expectation has not been achieved. If the University is a premier institution, then all the services associated with the University should also be premier!

WHAT CAN BGSU DO?

- Provide yard care
- Provide building maintenance
- Provide janitorial service
- Provide administrative services - office support
- Provide management services
- Provide financial planning services
- Provide internet service
- Provide telephone service
- Provide computer service - software, donate old PC's,
- Have art students lead art projects for children
- Have music students give performances for children
- Have dance students give performances or instruction for children
- Have HPER students lead an exercise session for children

Source Listing

27-Feb-1997 13:44:33 DEC C++ V5.4
 27-Feb-1997 13:44:34 salesReport.C.

```

7181 #include <stdlib.h>
7530
7531 ifstream indata;    // indata is input file
7532
7533     //Global Variables defined below
7534
7535     float basicPrice = 425.00;
7536     float childPrice = 135.50;
7537     float annualPrice = 21.90;
7538     float basicComm;
7539     float childComm;
7540     float annualComm;
7541
7542     int num;          //variable for input value
7543
7544 void PrtHeading();
7545 void intTotals(int&, int&, int&);
7546 void RdPrtState(int&, int&, int&, char&, char&);
7547 void PrtTotals(int, int, int);
7548 void PrtPriceComm(float, float, float);
7549 void PrtSalesComm(float, float, float, int, int, int);
7550 void CalcComm (float&, float&, float&, float&);
7551
7552 main ()
7553 {
7554     int basicTot, childTot, annualTot;
7555     char state1, state2;
7556
7557     indata.open("BookData.dat");    // Opens input file
7558     if (indata==0) {                //file can't be opened
7559         cout << "Error : File could not be opened" << endl;
7560         exit(1);
7561     } // end if
7562
7563
7564     //Read input data, commission rates
7565
7566     indata >> basicComm >> childComm >> annualComm;
7567
7568     //Calls to all functions below
7569
7570     PrtHeading(); // Call to Prt Heading Function
7571     intTotals(basicTotal, childTotal, annualTotal);
7572     .....1.....2.....3
(1) Error: In this statement, "basicTotal" is not declared.
(2) Error: In this statement, "childTotal" is not declared.
(3) Error: In this statement, "annualTotal" is not declared.

7573     RdPrtState(basicTotal, childTotal, annualTotal, state1, state2);
7574     .....1.....2.....3
(1) Error: In this statement, "basicTotal" is not declared.
(2) Error: In this statement, "childTotal" is not declared.

```

dmagr@bgn@bgsu.edu,6/16/97 1:21 PM,E-Mail Version of the Principles an	1
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To: dmagr@bgn@bgsu.edu
 From: whitmire@bgn@bgsu.edu (Duane Whitmire)
 Subject: E-Mail Version of the Principles and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University
 Cc: dboyce@bgn@bgsu.edu, judyd@bgn@bgsu.edu
 Bcc:
 X-Attachments:

Per your request, below please find an e-mail version of the Principles and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University.

If you need any additional information, please feel free to contact me.

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Approved by Administrative Staff Council - June 5, 1997

Rebecca C Ferguson, 07:39 PM 7/31/97 , Re: Performance Appraisal

Date: Thu, 31 Jul 1997 19:39:34 -0400 (EDT)
 From: Rebecca C Ferguson <fergusb@BGNet.bgsu.edu>
 X-Sender: fergusb@falcon.bgsu.edu
 To: Judy Donald <judyd@BGNet.bgsu.edu>
 cc: Karen Woods <kwoods@BGNet.bgsu.edu>
 Subject: Re: Performance Appraisal

full July 24th 7:34
reminded as an Implementation
Committee, we really wanted
Have a Board
who would be
change of the
P.A. Implementation
Committee be?

Judy: Correct me if I am wrong, but this group built the process. And I hope my tone is not taken wrong - I am excited about where this process can go. Therefore, who better to assess if it is working, assist in the establishing of an annual time line, identifying and designing improvements, helping to develop the communication of improvements, identifying additional training needs, maybe taking an active role in the training, working through adding the forms and process to the HR web sight once it is developed... I could go on. From what I have seen the group designed a living process, who better to help it grow and develop. I don't think ASC wants this to be another process that is rolled out and then forgotten - I believe if our office affords this group an opportunity to continue to evaluate the process that it will continue to improve.

Short term we need to review if it worked this year - the time line for next year - and how do we improve it for next year. I will let Marcia know she should count on being part of the group. That will also afford Karen some support within our office. Thanks.

On Thu, 31 Jul 1997, Judy Donald wrote:

> At 10:04 PM 7/30/97 -0400, you wrote:

Rebecca C Ferguson, 07:39 PM 7/31/97 , Re: Performance Appraisal

> Becca:

>

> Adding Marcia would be fine. I am assuming from your comments that you want

> this group to remain active as far as follow-up on the appraisal process.

> Let me know your thoughts and if this is so, what are your expectations of

> this group at this time.

>

> Thanks.

>

> Judy

>

> >Judy:

> >Forgive me for not writing sooner. Thank you for the list. I will make

> >sure Karen gets it. She will be out of the office the rest of this week.

> >I would like to suggest that Marcia from our office also be included in the

> >conversations. She is responsible for tracking the training and checking

> >in the forms as they come in. I think she would add to the group. I will

> >discuss the suggestion with Karen and of course I look forward to your

> >feed back on the idea. Again, Thanks.

> >

> >

>

>



Bowling Green State University
FIRELANDS COLLEGE

134

Office of the Dean
901 Pye Beach Road
Huron, Ohio 44839-9791
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May 21, 1997

MEMORANDUM

TO: Darlene Whipple, BGSU Continuing Education
Carla Blinn, Training Consultant

FROM: R. Darby Williams, Dean

A handwritten signature in black ink that reads "Darby Williams".

RE: Performance Appraisal Process

Thank you for bringing the "Performance Appraisal Training" session to our campus on May 20. This made it much more convenient for our administrative staff members to attend one session here than to commute individually to Bowling Green for varied sessions.

As Dean of Firelands College, I fully support the interactive process and improvement-oriented philosophy in the revised BGSU performance appraisal system. We have been practicing this same structured-dialogue approach effectively for years, using a similar 2-page instrument we developed that includes review of job functions, recognition of achievements, and mutual establishment of goals for the upcoming year.

Although we fully endorse the *spirit* of the process, we find the 3-page instrument (which will need to be copied, shuttled, filed, and retained) far too paper-wasteful, cumbersome, and unwieldy. Therefore, while we plan to use the same 12 evaluative criteria (with 3 or 4 additional ones applicable to our campus) and identical performance appraisal principles, we prefer to streamline the reporting format and to design a one or two page summary form to serve as our signed official record as *well* as to document that the full BGSU performance appraisal review has taken place. This is the only piece of the paperwork we would propose copying, filing, and sending to Human Resources.

Several of us may also examine the feasibility of developing an electronic, computer-networked report template that could even further reduce the amount of paperwork required for this administrative staff performance appraisal and documentation process. Thanks for giving us an opportunity during the session to voice what we hope were constructive suggestions.

RDW:km

xc: Chuck Middleton, Provost & VPAA
Bryan Benner, Interim Asst. Vice President, Human Relations
Firelands College Administrative Staff



Bowling Green State University

Human Resources
100 College Park Office Building
Bowling Green, Ohio 43403-0370
(419) 372-8421
Fax: (419) 372-2920

MEMORANDUM

TO: All Administrative Staff and
Faculty Who Supervise Administrative Staff

FROM: Karen Woods *Karen W.*
Systems and Records Manager

DATE: 12/15/97

RE: Administrative Staff Performance Appraisal - **FRIENDLY REMINDER**

*If goals submitted, it is
a communication time*

We had a record number of Performance Appraisals/Goals turned in this year. Thank you so much for such a wonderful response. Our original survey indicated that the employees of BGSU are interested in feedback concerning their work. The return rate proves this is true. If you count yourself in this group, please move on the the Mid-Year Appraisal.

For those of you who have not yet completed this process, please do so as soon as possible. It is imperative that all employees complete a performance appraisal, including 3 - 5 goals for Fiscal Year 97/98. Complete only those areas related to the employee's job and be as specific as possible. Please refer to the *Performance Appraisal Training Manual* for instructions.

Mid-Year Appraisal

*Training Manual refers to an Employee Evaluation Time Line Dec 97
Mid Year*

As you remember from training, December is the time to conduct the Mid-Year Performance Appraisal. At this point, you should already have your goals for 97/98 on the new form. Jointly (supervisor and employee) review the past six months, documenting progress toward achieving those goals. If necessary, include any updates/revisions to the goals. Return the documents to Human Resources, attention Karen Woods by January 31, 1998. Please note that we are extending the deadline as this is the first year and we are running a little late. In the future, we would like to receive the mid-year review by December 31.

The Performance Appraisal form is now available in an electronic format. You can get a copy in one of two ways:

1. E-mail Marcia Buckenmyer at mbucken@bgnet requesting the Performance Appraisal form and she will send it to you as an attachment to her e-mail reply
- or
2. Send a formatted disk (either PC or Mac) to Marcia Buckenmyer and we will return it with the form on it.

In either case, include the name and version of the word processing program you use, e.g. Word 6.0 or Wordperfect 5.0.

For those of you who are new to BGSU or those who would like a refresher course, we are offering additional training sessions on:

Tuesday, February 10, 8:00 a.m. - Noon, Classroom, College Park Office Building
Thursday, February 19, 1:00 p.m. - 5:00 p.m., Classroom, College Park Office Building
Wednesday, March 11, 8:00 a.m. - Noon, Classroom, College Park Office Building

If you have any questions or feedback, please contact me at kwoods@bgnet.

**ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL PROCESS
FREQUENTLY ASKED QUESTIONS**

Q: How often should performance discussions occur?

A: Discussions should occur whenever positive contributions are made or when issues or concerns arise.

Q: What is the purpose of the new performance appraisal form?

A: The purpose of the form is to:

- Document the results of the performance appraisal discussion between you and your supervisor
- Document goals you have established

Q: How often should the form be completed?

A: At least twice a year:

1. At the end of the academic year, you and your supervisor will discuss and evaluate your performance during the year and document that discussion. This discussion is intended to focus on your strengths and accomplishments as well as on improvement or developmental areas. At the same time, together you will establish 3-5 goals for the coming year and document these using the form.
2. Midyear, you and your supervisor will discuss your performance to date and your progress on the goals you established. Again, both strengths/accomplishments and improvement/developmental areas will be noted.

Q: Besides my supervisor and myself, who else will see the form?

A: After you and your supervisor have discussed your performance and goals, the form will be forwarded to the second level supervisor for review and comments. The form will then be sent to Human Resources for inclusion in your personnel file.

Q: Why should my supervisor and I review my job description?

A: To ensure that the expectations of the job are clearly understood and to modify the job description if needed.

Q: How often should we review the job description?

A: At least annually when new goals and priorities are established and whenever expectations of the job change.

Q: Why must I use the new performance appraisal form?

A: In a survey sent to all administrative staff, people requested a process that was consistent across campus. The new performance appraisal form helps bring consistency to the process.

Q: Is there an electronic form I can use instead of paper?

A: Yes. Send an e-mail to mbucken@bgnet.bgsu.edu and request file `performa.doc`. Please inform Marcia if you will need it in IBM or Mac format, word application and version.

Q: Where can I find examples to follow when completing the form?

A: Refer to the Performance Appraisal Handbook you received as part of training for a description of the goal-setting process and some examples of goals, success measures, and action plans.

Refer to the attachment you received with your training certificate entitled "MASTER GUIDE TO SUGGESTED BEHAVIOR FOR WHICH FEEDBACK CAN BE PROVIDED"; this guide can also provide suggestions for goal-setting.

You can also request the following by sending an e-mail to mbucken@bgnet.bgsu.edu:

1. pa-fdbck.doc Provides guidelines on preparing for the performance discussions, guidelines for the employee, and guidelines for the supervisor.
2. pa-examp.doc Provides additional examples of completed appraisal forms to use as models.

Q: Will my consideration for a merit increase be in jeopardy if I don't complete these forms?

A: Yes it could. Consideration for merit is based on performance and the forms provide the documentation for the performance appraisal discussions. Failure to complete the forms could impact the timeliness of you or your supervisor receiving merit.

Q: If the forms are completed, will I automatically receive a merit bonus?

A: No. The forms only document that the discussions on performance have occurred. Criteria for merit consideration will include many factors and these should be part of the discussions between you and your supervisor.

Q: Which is more important -- achieving my goals or fulfilling the responsibilities outlined in my job description?

A: Both are important. The job description outlines the expectations and responsibilities of your position on an on-going basis. Goals reflect focus areas for a specific period of time -- for example, acquiring new skills, leading a specific project, improving major work processes, or developing new partnerships.

Q: When are the forms due?

A: Typically, the mid-year performance appraisal process should be completed by 12/31. This includes conducting the performance discussion between you and your supervisor, submitting the form to the second-level supervisor for review, and sending the form to Human Resources. **However, since this is the first year using the new form, the date has been extended to 1/31/98.**

The end of the year performance discussions and goal-setting should be completed by 6/1. **However, if you have not established agreed-upon goals with your supervisor for the current year, you should do that as part of your mid-year review.**

Q: Will the performance appraisal process be reviewed?

A: Yes. You will be asked to provide input, both on how the process worked and if and how the form can be improved.

Q: Who can I contact if I have additional questions?

A: Send an e-mail to kwoods@bgnet.bgsu.edu with your specific questions.

IMPLEMENTATION TIMELINE

April - May, 1997	Training for all administrative staff and supervisors Focus on goal setting
May - June, 1997	Discussions with administrative staff and supervisors: —Review of job description —Review of performance for 1996-97 —Setting of goals for 1997-98
June, 1997	Review of forms by second-level supervisor
July 1, 1997	Forms due to HR
Early Fall, 1997	Training for all administrative staff and supervisors Focus on giving and receiving feedback
<i>September, 1997</i>	<i>Feedback discussions with administrative staff and supervisors</i>
→ December, 1997	Mid-year performance review with administrative staff and supervisors Review of forms by second-level supervisor
<i>March, 1998</i>	<i>Feedback discussions with administrative staff and supervisors</i>
May, 1998	Discussions with administrative staff and supervisors: —Review of job descriptions —Performance review for 1997-98 —Goal-setting for 1998-99 Review of forms by second-level supervisor
June, 1998	Forms due to HR

Key: Dates in bold are mandatory
Dates in italics are recommended

Post-it [®] Fax Note	7671	Date	12/12/97	# of pages	1
To	Duane Whitmire	From	Beverly Stearns		
Co/Dept.	Computer Svcs.	Co.	Library		
Phone #		Phone #	2-7891		
Fax #	2-7723	Fax #	2-7996		

Administrative Staff Compensation Plan

INTRODUCTION AND RATIONALE

In order for Bowling Green State University (BGSU) to attract and retain qualified administrative staff employees, it is BGSU's policy to maintain fair and competitive grade levels and pay ranges without regard to race, sex, color, national origin, religion, ancestry, age, marital status, disability, or status as special disabled or Vietnam-Era veteran.

The purpose of the Administrative Staff Compensation Plan is to establish a system that reflects

- Relationships between positions and their worth
- The principles of equitable compensation
- Competition with the external employment market

SCOPE

These policies and procedures apply to all covered administrative staff positions and supersede all previous written or unwritten practices. The ongoing responsibility for the administration of the Administrative Staff Compensation Plan (Plan) is assigned to the Assistant Provost for Human Resources.

I. Objectives

It is the intent of the Administrative Staff Compensation Plan to

- Administer the Plan in accordance with the general policies of the University
- Provide a compensation plan that is internally equitable and externally competitive with the market
- Ensure equitable compensation for positions requiring similar educational levels, experience levels, skills, effort, working conditions, and levels of responsibilities
- Ensure that the administration of the position evaluations and grade level assignments is consistent and uniform throughout the University
- Provide for a review process that will address inequities
- Allow for the maintenance of competitive grade levels
- Provide policies and procedures which ensure that the Plan will be equitably and efficiently administered

II. Definition of Terms

The following terms are used in the Administrative Staff Compensation Plan:

A. Administrative Compensation Working Group

The Administrative Compensation Working Group is comprised of all the Vice-Presidents and the President's designee. General Counsel will serve in a non-voting status. This group routinely reviews issues regarding the Plan and decides the outcome of the appeals process.

B. Administrative Staff Advisory Team Members

The Administrative Staff (AS) Advisory Team is comprised of 15 administrative staff members selected by the Administrative Staff Council (ASC) Executive Committee. Team members will serve three-year terms. The Team collaborates with Human Resources in the re-evaluation of Position Analysis Questionnaires. The Team is trained by Human Resources, past administrative staff members of the Appeals Committee, and past members of the Administrative Staff Advisory Team to analyze, evaluate, and recommend a

grade level (numeric ranking) for a position within the Plan. Each time an administrative staff position is re-evaluated, Human Resources selects two members from the Team to participate in the process. These members represent two vice-presidential areas different from the vice-presidential area of the position being re-evaluated. Members of the Team also participate in the Conciliation/Appeals process. Team members who participate in the re-evaluation of a position are not eligible to serve on any Appeals Board for that position.

C. Grade Level

The grade level is the numeric ranking of administrative staff positions from 5 to 23.

D. Human Resources/Administrative Staff Advisory Team (HR/AS ADVISORY TEAM)

Two members of the Human Resources staff and the two members selected from the Administrative Staff Advisory Team comprise the HR/AS Advisory Team. This combined team is responsible for analyzing, evaluating, and recommending a grade level whenever an administrative staff position is re-evaluated.

E. Pay Range

The pay range is the compensation for a particular grade level. Each pay range has a designated minimum, midpoint and maximum. In 1997/98, for example, in grade level 14 the minimum is \$30,940, the midpoint is \$39,449, and the maximum is \$47,957.

F. Position Analysis Questionnaire

The Position Analysis Questionnaire is the instrument used to describe the position responsibilities. This questionnaire is used by the HR/AS Advisory Team and/or Human Resources to determine the grade level of an administrative staff position based upon the level of knowledge and experience, creativity and complexity, impact on the institutional mission, internal and external contacts, and leadership. The Position Analysis Questionnaire must be completed in order for any administrative staff position to be created and/or changed.

III. Policies

The following policies have been established for the maintenance and management of the Administrative Staff Compensation Plan.

A. New Administrative Staff Hire

New administrative staff generally are hired between the minimum and midpoint of a grade level. A salary assigned above the midpoint requires prior approval by the Vice-President, after consultation with the Offices of Human Resources and Affirmative Action. (Number 2 - Approved by Board of Trustees, September 13, 1996.)

B. Upgrade

Definition:

A position is re-evaluated and assigned to a higher grade level as a result of significant expansion in the position's existing duties and responsibilities.

Policy:

The incumbent is guaranteed at least a 5% increase in salary or the minimum salary for the new level, whichever is greater. (Number 3 - Approved by Board of Trustees, September 13, 1996.)

C. Promotion

Definition:

An incumbent moves from a position requiring a certain level of skill, effort, and responsibility to a position in a higher grade level requiring a significantly greater degree of skill, effort, and responsibility.

Policy:

When an employee is promoted, she/he is guaranteed at least a 5% increase in salary or the minimum salary for the new level, whichever is greater. (Point 4 - Approved by Board of Trustees, September 13, 1996.)

D. Interim/Acting Positions

Definition:

A staff member is assigned to a position in a higher grade level on an interim/temporary/acting basis.

Policy:

If the assignment is longer than 30 calendar days AND IS IN A HIGHER GRADE LEVEL, the staff member receives a premium for the time served equal to at least a 5% increase in salary or the minimum for the interim grade level, whichever is greater. (Point 5 - Approved by Board of Trustees, September 13, 1996.)

E. Demotion

Definition:

An incumbent staff member moves from a position requiring a certain level of skill, effort, and responsibility to another position in a lower grade level requiring a lesser degree of skill, effort, and responsibility.

Policy:

When a demotion occurs, the incumbent's salary is reduced to a level in the lower pay range equivalent to his/her level in the original pay range. (Point 6 - Approved by Board of Trustees, September 13, 1996) The President in consultation with the Vice-President and Human Resources must approve any exceptions to this policy.

F. Downgrade

Definition:

A position is reassigned to a lower grade level as a result of significant reduction in the position's existing duties and responsibilities.

Policy:

When a position downgrade occurs, the incumbent's salary is reduced to the level in the lower pay range equivalent to his/her level in the original pay range. The President in consultation with the Vice-President and Human Resources must approve any exceptions to this policy.

G. Transfer

Definition:

An incumbent staff member moves from a position requiring a certain level of skill, effort and responsibility to another position requiring the same degree of skill, effort, and responsibility which is assigned to the same grade level.

Policy:

When a transfer occurs, normally the incumbent's salary will not be adjusted. (Point 7 - Approved by Board of Trustees, September 13, 1996.) The President in consultation with the Vice-President and Human Resources must approve any exceptions to this policy.

H. Market Exceptions

Definition:

A market exception is a special SALARY premium established for particular positions when unusual market conditions exist causing excessive turnover, salary midpoints well below market average, and/or failure of current salary to attract qualified candidates.

Policy:

A special market SALARY premium may be established PAID for these positions. (Point 8 - Approved by Board of Trustees, September 13, 1996.)

I. Pay Above Maximum

Policy:

Administrative staff salaries are capped at the maximum or above the maximum of a pay range. However, staff whose salaries are currently at or above the maximum are exempt for a period of three years. Effective July 2000, the salaries of any staff still above maximum will be frozen until such time as those salaries are within his/her range. If, at any time during the three years, a staff member's salary should

fall within range, the exemption ceases to apply to that staff member and the capped maximum will be enforced. (Point 10 - Approved by Board of Trustees, September 13, 1996.)

Staff who are at the maximum will be considered for a merit increase not to exceed the percentage adjustment of the pay range.

Staff above the maximum are eligible each year for a one-time, merit-based bonus not to exceed the percentage of the salary pool designated for merit each year. This will occur only when the Board of Trustees authorizes bonuses and will not be added to base salaries.

J. Progression Through the Pay Range

Definition:

Progression through a pay range is the method by which an incumbent moves through his/her assigned pay range.

Policy:

Staff progress through pay ranges based on meritorious performance. Human Resources, in conjunction with the Administrative Staff Council Executive Committee, will develop by the year 2000 criteria and a process for staff to reach the midpoint of a pay range.

K. Title Revision

Policy:

Title changes may be requested to more accurately reflect position responsibilities. A Position Analysis Questionnaire is completed and forwarded to Human Resources in accordance with established procedures. If the proposed title accurately reflects the responsibilities, the HP/AS Advisory Team may recommend that the title be changed regardless of any change in the grade level. No title change occurs without approval from the supervisor, Vice-President and Human Resources.

L. Salary Range Adjustments

Policy:

Effective 1997-98, the ranges for each grade level will be adjusted in a three-year recurring cycle. In the first two years of the cycle, the pay range of each grade level will move up annually by an amount that is 1% less than the average salary increase paid to staff that year. (Number 9 - Approved by Board of Trustees, September 13, 1996.)

Every third year beginning with 1999-2000, the University will re-evaluate the ranges in light of current market conditions, as well as other relevant factors, and adjust the ranges in accordance with that re-evaluation. (Point 9 - Approved by Board of Trustees, September 13, 1996.)

IV. Administrative Compensation Plan Position Evaluation/Re-evaluation Processes

The position evaluation process is the method by which positions are evaluated against a uniform set of criteria and assigned to established grade levels and appropriate pay ranges. Human Resources conducts the evaluations for new positions. Human Resources, in consultation with the Administrative Staff Advisory Team, conducts the re-evaluation of existing positions. It is anticipated positions will be re-evaluated no more than once every two years. Position evaluations/re-evaluations are normally completed in twelve (12) weeks unless there is an agreement to extend the timelines.

A. Positions are evaluated when one of the following occurs:

- A new position is created. A supervisor, area head, dean, Vice-President, or President/Designee, in consultation with Human Resources, is responsible for submitting a completed Position Analysis Questionnaire to Human Resources.
- A position becomes vacant. A supervisor, area head, dean, Vice-President, or President/Designee in consultation with Human Resources is responsible for submitting a completed Position Analysis Questionnaire to Human Resources.

B. Positions are re-evaluated when one of the following occurs:

- A significant change in responsibilities occurs or is proposed in existing positions. Re-evaluations are initiated by the incumbent or the supervisor submitting a completed Position Analysis Questionnaire to Human Resources.
- Reorganization occurs. Re-evaluations are initiated by an area head, dean, Vice-President, or President/Designee prior to the reorganization and in consultation with Human Resources. Reorganization may result in significant changes in position responsibilities.

Re-evaluation Process for Administrative Staff Positions:

1. The initiator (staff member, supervisor, area head, Vice-President, or President/Designee) of the review notifies Human Resources, in writing, that a position needs to be re-evaluated. Human Resources sends a Position Analysis Questionnaire and Guidelines for Position Evaluation either through campus mail or electronic format.
2. The initiator (staff member, supervisor, area head, Vice-President, or President/Designee) of the review completes the Questionnaire. If the initiator is the employee, the completed Questionnaire is forwarded to both the immediate supervisor and the second level supervisor for signature and comment. When an initiator is a supervisor, area head, or Vice-President, the supervisor meets with the incumbent to discuss position responsibilities and obtain signatures on the Questionnaire. The supervisor comments, signs, and forwards the Questionnaire to the second level supervisor. Supervisor and employee retain a copy.
3. Upon receipt of the Questionnaire, the second level supervisor evaluates, comments, signs, and forwards to Human Resources.
4. Upon receipt of the completed Position Analysis Questionnaire, Human Resources logs in and begins a tracking/timeline. Human Resources reviews all documents for completeness, gathers additional information, as needed, and distributes the documents to the HR/AS Advisory Team.
5. The HR/AS Advisory Team analyzes, evaluates, and recommends a grade level based on the established criteria. In the event the HR/AS Advisory Team requests additional information, Human Resources gathers the additional information and forwards to the Team.
6. Human Resources forwards the results of the re-evaluation to the appropriate Vice-President for consideration. If the position reports directly to the President, it will be forwarded to the President/Designee for consideration.
7. The Vice-President or President/Designee reviews all documents and forwards a written decision about the position to Human Resources.
8. Following the Vice-Presidential or Presidential/Designee decision, Human Resources forwards copies of the re-evaluation results and the factor sheet to the employee and the appropriate supervisory structure. Additional information can be requested from Human Resources.
9. Administrative staff and/or initiators who do not agree with the determination meet with Human Resources and if appropriate, the immediate supervisor to attempt resolution. If there is no agreement, the staff member and/or initiator may follow the Conciliation/Appeals process.

V. Conciliation/Appeals Process

The purpose of the Conciliation/Appeals Process is to ensure prompt resolution of disagreements regarding the results of position re-evaluations and subsequent placement in the Plan.

There are three steps in the process:

1. Conciliation Meeting
2. Appeals Board
3. Presidential Appeal

A. Conciliation Meeting

The Conciliation Meeting, facilitated by the Assistant Provost for Human Resources/designee, provides the initiator of the conciliation process and the Vice-President with an opportunity to resolve the complaint in a collaborative, informal fashion. If the position reports directly to the President, the President/Designee will participate in the conciliation process. Participants in the meeting include:

- Employee
- Immediate Supervisor
- Vice-President or President/Designee
- ASC Review Team member from the initial re-evaluation team
- Assistant Provost for Human Resources/designee

The process is normally completed within four (4) weeks unless there is a decision to extend the timelines.

Process:

1. Within seven (7) calendar days after meeting with the immediate supervisor and Human Resources, the initiator informs Human Resources of the intent to enter into conciliation.
2. Upon receipt of the request for conciliation, Human Resources begins a tracking/timeline.
3. Within fourteen (14) calendar days of the request for conciliation, Human Resources schedules the meeting.
4. Within fourteen (14) calendar days after the meeting is scheduled, the meeting will take place to attempt resolution.
5. Human Resources is responsible for reporting, in writing, the outcome of the meeting to all involved within fourteen (14) calendar days.
6. If the meeting results in a change of grade level for the position in question, Human Resources negotiates the effective date of the change with the Vice-President. No action is necessary if the meeting results in no change in the position.
7. If the initiator is not satisfied with the decision, she or he can request an Appeals Board.

B. Appeals Board

The Appeals Board provides the initiator of the appeals process an opportunity to achieve resolution through the involvement of administrative staff in reviewing the appeal and making recommendations to the Administrative Compensation Working Group. The Appeals Board consists of five (5) members of the Administrative Staff Advisory Team who have not been involved in the re-evaluation or conciliation process. The process is normally completed within twelve (12) weeks unless there is a decision to extend the timeline.

Process:

1. Within seven (7) calendar days of conciliation, the initiator informs Human Resources and the Vice-President, in writing, of the intent to appeal. If the position reports directly to the President, the initiator informs Human Resources and the President/Designee, in writing, of intent to appeal.
2. Within seven (7) calendar days of notification of the intent to appeal, Human Resources forwards the appeals packet to the initiator.

3. Within fourteen (14) calendar days of receiving the appeals packet, the initiator completes the required documentation for the appeals and forwards to Human Resources.
4. Upon receipt of the completed documentation, Human Resources forwards a copy of the initiator's completed appeals packet and any other documentation to the Vice-President or President/Designee. Within fourteen (14) calendar days of receiving the information from Human Resources, the Vice-President or President/Designee responds in writing to Human Resources. Human Resources forwards a copy of the response to the initiator.
5. During steps three and four, Human Resources selects five (5) Administrative Staff Advisory Team members for the Appeals Board. Advisory Team members who participated in the re-evaluation or conciliation process are not eligible to serve on the Appeals Board.
6. Upon receipt of the completed documentation, Human Resources begins a tracking/timeline.
7. Within seven (7) calendar days of receiving the completed documentation from the initiator and the Vice-President or President/Designee, Human Resources forwards the documentation to the Appeals Board.
8. Within fourteen (14) calendar days of receipt of the completed documentation, the Appeals Board meets and reviews the issue.
9. Within seven (7) calendar days of the review, the Appeals Board submits its recommendation in writing to Human Resources, initiator, Vice-President or President/Designee and Administrative Compensation Working Group.
10. Within thirty (30) calendar days of receiving the recommendation of the Appeals Board, the Administrative Compensation Working Group, without the Vice-President or President/Designee where the appeal occurs, reviews the recommendation of the Appeals Board and makes a decision.
11. Within seven (7) calendar days of making a decision, the Administrative Compensation Working Group will submit the decision in writing to the initiator, supervisor, Vice-President or President/Designee, and Human Resources.
12. If the decision results in a change of grade level, Human Resources negotiates the effective date of the change with the Vice-President or President/Designee.
13. If the initiator or Vice-President or President/Designee is not satisfied with the decision, she/he can appeal to the President.

C. Presidential Appeal

1. Within seven (7) calendar days of receiving the decision of the Administrative Compensation Working Group, the appeals in writing to the President or his/her designee of the University. If the position reports directly to the President, the President appoints a designee for this process.
2. Within thirty (30) calendar days after receiving the appeal, the President or designee responds in writing to the initiator, supervisor, Vice-President, Administrative Compensation Working Group, and Human Resources.
3. The decision of the President or designee is final.

Approved by Administrative Staff Council May 7, 1998

Dear administrative staff employee:

Enclosed is a survey designed to assess your opinions of the performance appraisal (PA) system for administrative staff employees. Earlier this year, the human resources department commissioned BGSU's Institute for Psychological Research and Application (IPRA) to conduct a formal evaluation of the current PA system. IPRA has already conducted twelve focus groups with over 50 randomly-sampled employees and supervisors; we are now seeking reactions from all administrative staff employees and their supervisors. Your completion of this survey will help evaluate the effectiveness of the current system.

Your participation in this evaluation is voluntary. All responses to this survey are anonymous; there is no way for your responses to be linked to you. Responses on individual surveys are confidential; individual surveys will be seen only by the researchers. However, grouped results will be made available public via the world wide web.

We know that your time is valuable, and we hope that you will take a few minutes to complete the survey and return it to us. Please return the survey via campus mail by July 15th.

If you have any questions about the research, please contact me at 2-9984. Also, the university's Human Subjects Review Board may be contacted (2-2481) if any questions or concerns arise during completion of this survey (study reference #xxxxxxx). Thank you for your consideration.

Cordially,

Michael J. Zickar, Ph.D.
Assistant Professor, Psychology
372-9984 (office)
mzickar@bgnet.bgsu.edu

Survey Instructions

We will be asking you questions that relate to several of the components of the PA system. When we refer to the tool, we mean the form that is used to evaluate administrative staff employees' performance. The current form has twelve performance dimensions with behavioral examples for each dimension. If you need to be refamiliarize yourself with the content of the tool, please visit the following web site: <http://www.bgsu.edu/offices/hr> If you do not have access to the web, please contact IPRA (2-9984) and we will send you a paper copy.

When we refer to the process, we mean the five prescribed steps to be used when completing the PA appraisal. These steps include ways of collecting performance information and guidelines for completing the tool and setting goals. The prescribed process is also available at the previously mentioned web site.

When we refer to the system, we mean the combination of both the tool and the process.

Your Background

Gender:	<input type="checkbox"/>	Male	Years at BGSU:	<input type="checkbox"/>	Less than 1 year
	<input type="checkbox"/>	Female		<input type="checkbox"/>	1 year to less than 5
				<input type="checkbox"/>	5 years to less than 10
Age:	<input type="checkbox"/>	Less than 25		<input type="checkbox"/>	10 or more years
	<input type="checkbox"/>	25 to 30			
	<input type="checkbox"/>	30 to 40			
	<input type="checkbox"/>	40 to 50			
	<input type="checkbox"/>	50 to 60			
	<input type="checkbox"/>	60 or over			

Please rate your agreement with the following statements by circling the appropriate number.
Please use the following scale.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know/ Not Applicable
1	2	3	4	5	?

Part I: The Performance Appraisal Tool

The number of categories is appropriate.	1	2	3	4	5	?
The categories are too general.	1	2	3	4	5	?
The categories make sense to me.	1	2	3	4	5	?
The tool is easy to use.	1	2	3	4	5	?
The length of the tool is appropriate.	1	2	3	4	5	?
The tool eliminates subjectivity in performance appraisals.	1	2	3	4	5	?
The tool accurately assesses my performance.	1	2	3	4	5	?
The criteria used in performance reviews are included in my job description.	1	2	3	4	5	?
Some aspects of my job are not assessed by the tool.	1	2	3	4	5	?
Behavioral examples within categories are relevant to my job.	1	2	3	4	5	?
I have a good understanding of the tool.	1	2	3	4	5	?
Overall, I am satisfied with the appraisal tool.	1	2	3	4	5	?

Are there additional comments about the tool you would like to share? _____

Part II: The Performance Appraisal Process

There is a high degree of similarity between the prescribed process and what goes on in my department.	1	2	3	4	5	?
The prescribed process takes too much time.	1	2	3	4	5	?
The prescribed process allows for consistency across different areas of the university.	1	2	3	4	5	?
Having to meet with my supervisor about my performance is anxiety-provoking.	1	2	3	4	5	?
The prescribed process fosters good rapport between employees and supervisors.	1	2	3	4	5	?
The goal-setting component helps to highlight areas for improvement.	1	2	3	4	5	?
My supervisor and myself decide together on appropriate goals.	1	2	3	4	5	?
My supervisor does not follow up on the goals that we have set.	1	2	3	4	5	?
Generally the goals that I set with my supervisor are attainable.	1	2	3	4	5	?
The timing of the process (e.g., due dates) is reasonable.	1	2	3	4	5	?
I have a good understanding of the process.	1	2	3	4	5	?
Overall, I am satisfied with the appraisal process.	1	2	3	4	5	?

Are there additional comments about the process you would like to share? _____

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know/ Not Applicable
1	2	3	4	5	?

Part III: How Your Performance is Evaluated

I know the criteria used by my employer to evaluate my performance.	1	2	3	4	5	?
I understand the standards of performance my supervisor expects.	1	2	3	4	5	?
My supervisor has enough information to evaluate my performance.	1	2	3	4	5	?
The performance information that my supervisor collects is accurate.	1	2	3	4	5	?
My supervisor collects information about my performance through direct observation.	1	2	3	4	5	?
My supervisor collects information about my performance by having discussions with me.	1	2	3	4	5	?
My supervisor collects information about my performance by having conversations with my coworkers.	1	2	3	4	5	?
There are aspects of my job that my supervisor is unable to evaluate.	1	2	3	4	5	?
Overall, I am satisfied with the way my supervisor collects information about my performance.	1	2	3	4	5	?

Are there additional comments about information collection you would like to share? _____

Part IV: Interactions with Your Supervisor

I feel comfortable meeting with my supervisor for a performance appraisal.	1	2	3	4	5	?
The performance appraisal meeting between my supervisor and me is productive.	1	2	3	4	5	?
The new performance appraisal system has changed the frequency of work performance-related conversations I have with my supervisor.	1	2	3	4	5	?
The new performance appraisal system has changed the quality of work performance-related conversations I have with my supervisor.	1	2	3	4	5	?
My supervisor takes the process seriously.	1	2	3	4	5	?
My supervisor listens to me when discussing my performance.		1	2	3	4	5 ?
My supervisor discusses performance-related issues when they arise.	1	2	3	4	5	?
My supervisor and I agree on the meaning of the criteria used in the performance appraisal.	1	2	3	4	5	?

Are there additional comments about supervisor interactions you would like to share? _____

I Take

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know/ Not Applicable
1	2	3	4	5	?

Part V: The Performance Appraisal System (Tool plus Process)

I have a good understanding of how the performance appraisal system is supposed to work.	1	2	3	4	5	?
The system is fair.	1	2	3	4	5	?
The system is used consistently across areas of the university.	1	2	3	4	5	?
I have a good understanding of the purpose of the system.	1	2	3	4	5	?
The system is a good way of assessing performance.	1	2	3	4	5	?
The system helps me recognize my strengths and weaknesses.	1	2	3	4	5	?
I would benefit from additional training in the performance appraisal system.	1	2	3	4	5	?
An attempt should be made to increase understanding of the performance appraisal system.	1	2	3	4	5	?
Overall, I am satisfied with the performance appraisal system.	1	2	3	4	5	?

Are there additional comments about the system you would like to share? _____

Part VI: Merit and the Performance Appraisal System

I have read the new merit policy.	1	2	3	4	5	?
The new merit policy has changed my view of the appraisal system.	1	2	3	4	5	?
The new merit policy has caused my job to be more stressful	1	2	3	4	5	?

Are there additional comments about merit you would like to share? _____

*Very Satisfied is
The system
provide a
mechanism
for*

IPRA Research Questions

IPRA is a research-based institute within the Psychology Department. We would like you to respond to the following questions as part of our research on organizational commitment. These questions will not be used as part of the evaluation of the PA system. As previously mentioned, all responses will be treated confidentially.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I would be happy to spend the rest of my career with this organization.	1	2	3	4	5
I enjoy discussing this organization with people outside it.	1	2	3	4	5
I really feel as if this organization's problems are my own.	1	2	3	4	5
I could easily become as attached to another organization as I am to this one.	1	2	3	4	5
I do not feel like "part of the family" at this organization.	1	2	3	4	5
I do not feel emotionally attached to this organization.	1	2	3	4	5
This organization has a great deal of personal meaning for me.	1	2	3	4	5
I do not feel a strong sense of belonging to this organization.	1	2	3	4	5
I am not afraid of what might happen if I quit this job without another one lined up.	1	2	3	4	5
It would be hard for me to leave this organization right now, even if I wanted to.	1	2	3	4	5
Too much in my life would be disrupted if I decided I wanted to leave this organization now.	1	2	3	4	5
It wouldn't be too costly for me to leave this organization now.	1	2	3	4	5
Right now, staying with this organization is a matter of necessity as much as desire.	1	2	3	4	5
I feel that I have too few options to consider leaving this organization.	1	2	3	4	5
One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	1	2	3	4	5
One of the major reasons I continue working for this organization is that leaving would require considerable personal sacrifice -- another organization might not match my overall benefits here.	1	2	3	4	5
I am very much personally involved in my work.	1	2	3	4	5
I live, eat, and breath this job.	1	2	3	4	5
The most important things which happen to me involve this job.	1	2	3	4	5

Job in General

Think of your job in general. All in all, what is it like most of the time?

Circle: 1 for "Yes" if it describes your job
 2 for "No" if it does not describe your job
 3 for "?" if you cannot decide

	Yes	No	?		Yes	No	?
Pleasant	1	2	3	Bad	1	2	3
Ideal	1	2	3	Waste of time	1	2	3
Good	1	2	3	Undesirable	1	2	3
Worthwhile	1	2	3	Worse than most	1	2	3
Acceptable	1	2	3	Superior	1	2	3
Better than most	1	2	3	Disagreeable	1	2	3
Makes me content	1	2	3	Inadequate	1	2	3
Excellent	1	2	3	Rotten	1	2	3
Enjoyable	1	2	3	Poor	1	2	3

Communication

When my supervisor has something to say to me, I'd rather hear about it face-to-face.

My supervisor lets me know when I've done well on a project or task.

When I do a good job on a project or task, my supervisor usually lets me know by email.

My supervisor usually praises me for my successes face-to-face.

I would prefer to receive positive feedback from my boss in person rather than by email.

Email is the best way to receive positive feedback.

When I have not performed satisfactorily on a project or task, my supervisor lets me know.

When my supervisor is disappointed with my performance, I hear about it by email.

My supervisor usually delivers negative feedback on my performance to me face-to-face.

When I disappoint my supervisor, I'd rather hear about it in person than by email.

The best way to receive negative feedback is over email.

in writing
in writing

Do you understand the implications of the relationship between PA & merit



Bowling Green State University

Department of Psychology
Bowling Green, Ohio 43403-0228
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Web Page: <http://www.bgsu.edu/departments/psych/>

Dear Administrative Staff Employee: *(this is the form for those who also supervise)*

Enclosed is a survey designed to assess your opinions of the performance appraisal (PA) system for administrative staff employees. Earlier this year, the Human Resources Department commissioned BGSU's Institute for Psychological Research and Application (IPRA) to conduct a formal evaluation of the current performance appraisal system. IPRA has already conducted twelve focus groups with over 50 randomly-sampled employees and supervisors; we are now seeking reactions from all administrative staff employees and their supervisors. Your completion of this survey will help evaluate the effectiveness of the current system.

Your participation in this evaluation is voluntary. All responses to this survey are anonymous; there is no way for your responses to be linked to you. Responses on individual surveys are confidential; only the researchers will see individual surveys. However, grouped results will be made available via the World Wide Web. The results from this survey will be used to evaluate the present performance appraisal system and to provide potential suggestions for its improvement. Therefore, this survey is an excellent opportunity for you to express your opinions about the performance appraisal system.

We know that your time is valuable, and we hope that you will take the time (an estimated 15-20 minutes) to complete the survey and return it to us. Please return the survey via campus mail by July 15th in the enclosed envelope.

If you have any questions about the research, please contact me at 2-9984. Also, the University's Human Subjects Review Board may be contacted (2-2481) if any questions or concerns arise during completion of this survey (study reference #xxxxxxx). Thank you for your consideration.

Cordially,

A handwritten signature in black ink, appearing to read "Michael J. Zickar".

Michael J. Zickar, Ph.D.
Assistant Professor
Department of Psychology
372-9984 (office)
mzickar@bgnet.bgsu.edu

Participant Class	Session	Men	Women	Total Participants	Scheduled	Show-up rate	Mean Tool	Mean Process	Mean System
Faculty Administrators									
	1 (4/16)	1	1	2	2	100%	2.50	3.50	3.50
	2 (4/20)	4	2	6	6	100%	3.20	2.80	3.17
	Total	5	3	8	8	100%	3.00	3.00	3.25
Faculty Supervisors									
	1 (4/22)	0	1	1	2	50%	4.00	4.00	4.00
	Total	0	1	1	2	50%	4.00	4.00	4.00
Administrative Staff Employees (non-supervisors)									
	1 (4/12)	1	4	5	5	100%	2.80	3.00	3.20
	2 (4/14)	5	1	6	6	100%	2.33	2.83	2.67
	3 (4/15)	2	3	5	8	63%	1.00	1.00	1.00
	4 (4/19)	0	4	4	4	100%	1.75	3.25	2.00
	5 (4/21)	1	2	3	4	75%	2.00	3.00	2.00
	Total	9	14	23	27	85%	2.00	2.78	2.22
Administrative Staff Employees (who supervise)									
	1 (4/13)	4	1	5	6	83%	3.00	3.60	3.75
	2 (4/23)	5	2	7	8	88%	2.43	2.86	2.57
	3 (4/28)	4	1	5	8	63%	2.50	4.40	3.20
	Total	13	4	17	22	77%	2.79	3.53	3.07

most responsive

Note: Evaluation of the tool, process, and system range from 1 (poor) to 3 (adequate) to 5 (excellent).

Michael Zickar, Ph.D. Dept. of Psychology
Assistant Professor Bowling Green State University
(419) 372-8984 (office) Bowling Green, OH 43403
(419) 372-6013 (fax) mzickar@bgsnet.bgsu.edu
<http://ernie.bgsu.edu/~mzickar/> (last updated: 2/14/99)

Performance Appraisal Evaluation and Recommendations

Prepared for: Rebecca Ferguson, Assistant Provost, Human Resources

Prepared by: The Institute for Psychological Research and Application

Date: November 23, 1998

Proportional



Institute for Psychological Research and Application

Department of Psychology
Bowling Green State University
Bowling Green, Ohio 43403
Phone: 419.372.2693
Fax: 419.372.6013

*Compensation Works
Salary Issues!
Committee will
determine
benchmark.*

*Exec -
Jan 5th - Don gone -*

*Principle + Value
basis for Compensation Plan.*

Performance Ev. Review Com -

*Academic Support
3 files?
giving
mkt -*

*Thinking
Deb could be
Sharon Parady
John Hartung?
Angie?*

*Linda Hunkler
Kathy Swick*

Dick Bove was?

*Combining into one
UCC
Tel. Com. Com.
minutes*

Introduction

Last year, a performance appraisal system was implemented for evaluating all administrative staff employees at the university. This comprehensive system includes twelve different performance dimensions that are used to evaluate administrative staff performance and to guide development of goals. The system has been used for one academic year. Informal feedback on the system has been mixed. The goal of this proposal is to systematically solicit feedback about the performance appraisal system that can be used to improve the existing system or be used to develop an improved, alternative performance appraisal system.

The Goal

The primary goal of this project is to systematically evaluate the current performance appraisal system by using focus groups and targeted surveys. The evaluation will attempt to identify strengths, areas that are unclear or problematic, and procedural problems. The purpose of the focus groups will be to gather information from employees across the diverse spectrum of jobs in the administrative staff classification and supervisors who have been using the system to evaluate such employees. Follow-up surveys will be used to check the generalizability of the focus group findings among employees and supervisors who did not participate in the focus groups. Some employees will choose not to participate in the survey; however, we feel that it is important that all employees are given an opportunity to express their opinion on the performance appraisal system and increase "buy in" of the project's results. Because it is impractical to include all employees in focus group sessions, the survey will provide this opportunity. The survey will be short and focused.

The ultimate goal of the project is to provide actionable evaluations that can be used to either fine-tune the present performance appraisal or provide suggestions for a new system.

The Outcomes

- 1) Detailed summaries of the focus group sessions and survey results. These summaries will include both quantitative information and illustrative quotations from focus group participants. Survey results will be used to complement the focus group findings.
- 2) A set of recommendations to improve the performance appraisal system. These recommendations will be based on a summary of current empirical research and "best practice" systems. These recommendations will be targeted to address specific problems that were identified in the focus group and survey data collections.

The Process Overview and Schedule

- 1) Develop materials for structured focus groups. Two project ^{and staff} members will facilitate each focus group. Prearranged questions will be prepared to guide discussion of participants. Facilitators will be trained according to best practices guidelines. Focus group scheduling will also occur at this stage. Selection of participants will be conducted by IPFA; scheduling will be done by the client with assistance from IPRA (January 15 to February 15)

- 2) Conduct focus groups. Because of the diversity of types of jobs within the administrative staff classification, it will be necessary to sample systematically employees and supervisors from all areas. Focus groups will be audio-taped. We anticipate that each focus group session will include 8 employees or supervisors and last approximately two hours. Supervisors and employees will not be mixed in focus group sessions. (February 15 to March 15)
- 3) Analyze focus group data. This process will involve coding and transcribing ^{audio} ~~audio~~ taped sessions. (March 15 to April 15)
- 4) Develop survey to test the generalizability of findings identified in the focus group sessions. Survey administrative staff members who did not participate in the focus group sessions. (April 15 to April 30)
- 5) Survey Administration. Surveys will be administered to all employees who did not participate in the focus group sessions. Data will be entered by project staff. (April 30 to May 30)
- 6) Analyze survey results and write up final report. A presentation of the final report will be made to the client. (May 30 to June 30)

Insert

Survey work will follow

Findings + questionnaire should be found

Assumptions

- 1) ~~The emphasis of this project will be on fine-tuning the existing system instead of developing a entirely new system. If the current performance appraisal system is not in operational use, recommendations will be focused on developing a new system that will allay concerns of the previous system.~~ The current status of the performance appraisal system needs to be communicated to the IPRA project staff at the commencement of the project. *form*
- 2) The client will help coordinate schedule of employees as well as be responsible for transcribing the focus group audio tapes. If necessary, we can identify an external vendor, subcontract the work, and bill at cost.

Resource Needs

To complete the project we will require a considerable time investment from employees. We will be flexible in scheduling focus group sessions but employee participation will need to be encouraged. Furthermore, we need the client's administrative staff to handle project logistics (e.g., scheduling). Rooms for the focus groups will need to be identified on campus. Finally, an administrative liaison should be assigned that will be available to handle questions that arise during the project.

Costs

Option A: (\$7725.05; half payable on March 15, remaining amount due on completion of project)

- A. 10 focus groups of 8 employees each; 2 focus groups of 8 supervisors
- B. Follow-up survey of remaining employees and sample of supervisors

Option B: (\$6393.47; half payable on March 15, remaining amount due on completion of project)

- A. 5 focus groups of 8 employees each; 2 focus groups of 8 supervisors
- B. Follow-up survey of remaining employees and sample of supervisors

Principal Team Members

Michael J. Zickar, Ph.D.

Tanya Andrews, M.A.

Shanaz Aziz

Ramit Basi, M.A.

Allison Elder

Eric Greve

Jody R. Hoffman, M.A.

Alexandra Luong

David Mohr

Jerel Slaughter, M.A.



Bowling Green State University

161
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TO: All Administrative Staff and Supervisors of Administrative Staff

FROM: Deborah Boyce, Chair, Administrative Staff Council
Rebecca Ferguson, Assistant Provost

DATE: December 17, 1998

RE: Mid-Year Performance Evaluation Process

In June of 1997 the Board of Trustees adopted the **Principles and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University**. In June of 1998 the Board of Trustees adopted a salary resolution which included the fact that salary increases for faculty and administrative staff will be determined by 100% merit-based system. This system aligns merit allocations with contributions towards achievement of University goals.

This year, as you complete your mid-year performance review, it is imperative that you have a clear understanding of what your goals are for the year and how your performance will be reviewed in relationship with these goals. Supervisors in each department or unit must work with employees to clearly identify the performance standards expected for staff to receive merit. Collaborative departmental or unit-level discussions should take place between supervisors and employees to determine what constitutes meritorious performance, i.e. performance that meets agreed upon expectations (meritorious), exceeds agreed upon expectations, or does not meet agreed upon expectations (non-meritorious).

There has been an increase in the overall number of administrative staff evaluations completed this year. We did receive, however, many comments that the performance evaluation form is cumbersome to use. In response to those concerns, we are suspending the requirement that the performance evaluation form be used this year. You and your supervisor may utilize the existing form or the enhanced narrative format (see point #5 in the attachment) as long as there is a clear understanding by you and your supervisor of the criteria on which your performance will be measured and on which merit will be awarded. (See the attached revised Performance Evaluation Process, which was passed by the Administrative Staff Council on December 3, 1998 and modified by the Administrative Compensation Working Group on December 14, 1998)

If you have not already established merit criteria by department and/or unit, this should be done as soon as possible. **Unit level merit criteria must be established, mid-year performance reviews should be conducted between employees and supervisors and documentation must be submitted to the Office of Human Resources no later than January 30, 1999.** If you have any questions, please contact Rebecca Ferguson at 372- 2259 or fergusb@bgnet.bgsu.edu.

Revised Performance Evaluation Process for 1998-99

Passed by Administrative Staff Council on 12/3/98 (as amended)

Modified by the Administrative Compensation Working Group on 12/14/98

1. Supervisors and employees should come together at mid-year to:
 - a. assess job performance to date (primary and occasional duties);
 - b. discuss progress to date toward meeting agreed upon goals for the year;
 - c. assess and adjust goals at mid-year, if necessary; and
 - d. outline criteria that will be used to determine merit, informed by unit-level discussions of what constitutes meritorious performance (at least for the 1998-99 academic year). (The merit document passed in June of 1997 indicates merit criteria should be in place prior to the beginning of the performance evaluation cycle. However, since most units do not have merit criteria in place for 1998-99, expectations with respect to how meritorious performance will be determined at year-end need to be discussed. We would hope that such unit-level criteria for at least the 1998-99 academic year would be established by January 30, 1999 at the latest. A memo directing administrative units to develop merit guidelines in a collaborative process among all unit staff will be forthcoming.)
2. Following this mid-year review, a brief narrative outlining the employee's progress toward goals, noting adjusted goals (if necessary), and indicating that satisfactory performance is being made, should be signed by both supervisor and employee and forwarded to Human Resources.
3. (From the current Administrative Staff Handbook, page 26, item 4 c) If at any time during the contract period the supervisor notes a problem in the administrative staff member's performance, a meeting should be held to discuss the problem and corrective actions. In extraordinary cases, when the supervisor determines after the initial meeting the performance is still inadequate, then the supervisor shall provide a written statement to the administrative staff member again outlining the problem and corrective actions. This statement shall be signed by the supervisor and the administrative staff member, and the second-level supervisor if performance is deemed to be unsatisfactory. A copy should be distributed to Human Resources. Progress toward improving performance shall be part of the regular annual (year-end) evaluation. These procedures are to be followed before non-renewal of contract based on performance.
4. The year-end review will take place as scheduled and should determine whether the employee's performance was satisfactory in meeting agreed upon expectations (meritorious), exceeded agreed upon expectations, or unsatisfactory in meeting agreed upon expectations (non-meritorious). Units will have the option of either using the existing performance evaluation form or an enhanced narrative format to complete the year-end review.
5. The enhanced narrative should include an assessment of the employee's job performance (primary and occasional duties) and a summary of the employee's progress toward goals. After the supervisor has signed the evaluation, the employee should have the opportunity

to add additional comments. An employee's signature indicates a review of the evaluation has taken place, not agreement or disagreement with its contents. After the second level supervisor has signed the narrative and a copy is provided to the employee, the original narrative should be sent to Human Resources.

6. An institutional commitment to the performance evaluation process is critical and Human Resources is charged with ensuring the process takes place and deadlines are met as outlined.
7. In early 1999, an ad hoc committee should be formed by ASC Exec (which will include, but not be limited to, representatives from the original Performance Evaluation Committee, Human Resources, and PWC) to gather data with respect to the effectiveness of the performance evaluation process in an effort to: (1) ascertain what elements in the current process have been effective and (2) recommend alterations to further improve the performance evaluation process.
8. If the work of this committee is not completed prior to the start of the 1999-2000 academic year cycle, it is proposed that the revised performance evaluation process continue in effect for the 1999-2000 academic year. The only change to the process outlined above would be that merit criteria should be agreed upon when goals are set for the 1999-2000 academic year and not at the mid-year review.

Revised Performance Evaluation Process for 1998-99

1. Supervisors and employees should come together at mid-year to :
 - a. assess job performance to date (primary and occasional duties);
 - b. discuss progress to date toward meeting agreed upon goals for the year;
 - c. assess and adjust goals at mid-year, if necessary; and
 - d. outline criteria that will be used to determine merit, informed by unit-level discussions of what constitutes meritorious performance (at least for the 1998-99 academic year). (The merit document passed in June of 1997 indicates merit criteria should be in place prior to the beginning of the performance evaluation cycle. However, since most units do not have merit criteria in place for 1998-99, expectations with respect to how meritorious performance will be determined at year end need to be discussed. We would hope that such unit-level criteria for at least the 1998-99 academic year would be established by January 30, 1999 at the latest. A memo directing administrative units to develop merit guidelines in a collaborative and consensual process among all unit staff will be forthcoming.)
2. Following this mid-year review, a brief narrative outlining the employee's progress toward goals, noting adjusted goals (if necessary), and indicating that satisfactory performance is being made, should be signed by both supervisor and employee and forwarded to Human Resources.
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4. The year-end review will take place as scheduled and should determine whether the employee's performance was satisfactory in meeting expectations (meritorious), unsatisfactory in meeting expectations (non-meritorious), or exceeded expectations. Units will have the option of either using the existing performance evaluation form or an enhanced narrative format to complete the year-end review.
5. The enhanced narrative should include an assessment of the employee's job performance (primary and occasional duties) and a summary of the employee's progress toward goals. After the supervisor has signed the evaluation, the employee should have the opportunity to add additional comments. An

employee's signature indicates a review of the evaluation has taken place, not agreement or disagreement with its contents. After the second level supervisor has signed the narrative and a copy is provided to the employee, the original narrative should be sent to Human Resources.

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**Administrative Staff Hiring Procedures
Check-list for Hiring Departments
Replacement of Positions**

NOTE: A BGSU Job Analysis Questionnaire with established pay grade must be on file in the Office of Human Resources for all new and replacement positions before the recruitment/hiring process can begin. If a questionnaire is not on file with the Office of Human Resources please contact the department for assistance with the processes.

- ~~1~~ Prepare job description. Confirm the need and funding for the position with contracting officer. Forward the job description to the Office of Human Resources (HR).
- ~~2~~ Human Resources will review the job description to insure the position is an administrative staff position and if so, establish the pay grade level.
- ~~3~~ Once finalized, HR will complete the Position Authorization for Classified and Administrative Staff (PA), finalize the position vacancy announcement, develop the advertisement copy and establish recruitment sources.
- ~~4~~ Route PA, ad copy and position description through contracting officer and/or Vice President for authorization. NOTE: new positions also require presidential approval.
- ~~5~~ After the Office of Affirmative Action reviews and approves, the Office of Human Resources will establish the posting period.
- ~~6~~ Recruitment begins. Search/Screening Committee training must be scheduled with the Office of Affirmative Action and/or the Office of Human Resources.
- ~~7~~ Posting deadline closes. The Office of Human Resources contacts the committee chair to pick-up credentials and begin review.
- ~~8~~ Once credentials are reviewed, the committee will prepare a memorandum recommending the candidates it proposes to bring in for a formal interview and forward the memo and resumes to the hiring official.
- ~~9~~ Once the hiring official has reviewed and approved the recommendations for interviews, the credentials and interview memorandum will be forwarded to the Office of Affirmative Action for review. A copy will be sent to the Office of Human Resources. Applicant flow data is ordered by the Office of Affirmative Action via "applicant tracking."
- ~~N~~ After approving candidates for interviews, the Office of Affirmative Action will return the credentials to the committee to schedule interviews. (OPTIONAL) The Office of Human Resources may send letters of non-selection to candidates who are no longer in consideration.
- ~~N~~ Interviews are scheduled and conducted by the hiring department. The Office of Human Resources is provided a copy of the interview schedule.

12. The committee forwards a memorandum to hiring official, listing the strengths and weaknesses of the interviewed candidates. Copies are sent to the Office of Human Resources.
13. Hiring official makes selection, after consultation with the contracting officer, and contacts the office of Human Resources to begin the Appointment Activity Record (AAR).
14. Hiring official routes the AAR packet and the strengths/weaknesses memo to the contracting officer for authorization. The contracting officer forwards the AAR to the Office of Affirmative Action.
15. The Office of Affirmative Action reviews the hiring process and distributes copies of the AAR. Once received by the Office of Human Resources the hiring official is notified that an offer of employment may be extended.
16. Hiring department and/or contracting officer makes an official offer of employment, and if accepted prepares a contract.
17. Hiring department contacts the Office of Human Resources with the effective date. The Office of Human Resources will contact department/or new employee to schedule orientation.
18. The Office of Human Resources sends letters to unsuccessful candidates.